

# CALIFORNIA TEACHERS ASSOCIATION

## SIERRA EDUCATIONAL NEWS



### Five Demands of the Common People

**I** PROPOSE to you that the common citizens of this state assume the responsibility of demanding:

A public-supported school system extending from the kindergarten to the university, free and open to all.

That this system of education be supported by a just and equitable system of taxation based upon the abilities of the citizens to pay.

That the state through this system of education make available to every child in the state educational opportunities consistent with the principles of equality and justice, and adequate to meet his life needs in a democratic society.

That the present program of adult education\* sponsored by the state be maintained and broadened to meet the growing needs of citizens to whom the educational offerings of the regular day schools are not available.

That salaries and other working conditions of teachers be maintained at a level high enough to insure a stable body of teachers of high personal character and advanced professional training.—Elmer H. Staffelbach.



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## Forward Looking

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**MOUNTAIN SHEEP** • Plant Feeder. The jaw moves from side to side.

**MAN** • Teeth designed for meat and vegetables. Jaw moves like those of Tiger and Mountain Sheep.

## plays in the health of man—

AT the official dentistry exhibit, Hall of Science, Century of Progress, mechanical skulls showed man's dual-purpose jaws. Without sufficient exercise deterioration takes place which in turn impairs teeth and digestion. And since the ordinary daily diet of soft foods makes it next to impos-

sible to supply sufficient chewing exercise, you could plainly see how chewing gum offers the double advantage of supplying both the up-and-down as well as the side-to-side chewing exercise which man requires. There is a reason, a time and place for chewing gum.

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# SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

155 Sansome Street, San Francisco

Willard E. Givens.....President

Roy W. Cloud.....State Executive Secretary

Vaughan MacCaughey, Editor

Volume 29



NOVEMBER 1933

Number 9

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SIERRA EDUCATIONAL NEWS—Published monthly (except July and August) by California Teachers Association, 155 Sansome Street, San Francisco. Entered at San Francisco Postoffice January 23, 1906, as second-class matter under Act of Congress, March 3, 1879. Subscription, \$2.00 per year; 20c per copy. Member of Educational Press Association of America.

# TRAVEL SECTION

## European Duet

*What Two Teachers Did on Their Year's Leave of Absence*

WILLIAM R. DAWSON, *Woodland High School*  
Yolo County

**A**ND so Joe<sup>1</sup> said, "Sure, I'll go with you." And that was the way it all started.

With no other difficulty than a nail in the tire in Kansas and a hot night in Washington on our drive East, we set out from New York on July 7, 1932, on the Dresden of the North German Lloyd Lines.

The miserable weather, babies, and crowded conditions in general only increased our desire to be off the usual track of tourists and people that get in the way. With a cheer we left the boat-train at Bremen, sauntered into the restaurant and ordered a pot of coffee.

Ah, it was good—the coffee and the realization that we had almost a year ahead of us in which to browse and live the dream of a young lifetime. To be sure the cities and towns and sights of interest that we had in mind were those of which one often hears; but with time at our disposal we hadn't a care in the world.

"Yes, Bill, I will have a second cup."

To two teachers interested in history, Germany was no disappointment. From the glorious cathedral at Cologne to the busy Brandenburg Gate in Berlin, there are any number of interesting spots where he who will may revel in the past of Luther, of Frederick the Great, of William II, and so on.

When the traveler finishes the task of seeing the sights there are the coffee shops and the people. As a whole the people are splendid. Always ready with a smile to help the stranger. So charming, in fact, that the present conditions under Hitler seem uncomprehensible.

If one has no knowledge of the German language, there is no need to worry about getting around; for many speak English. The writer remembers one of his "most

embarrassing moments" when, taking Joe along to act as interpreter, he entered a store in Heidelberg to purchase a pair of shoes. As the writer held back, Joe boldly advanced to the proprietor and, speaking English, said, "This young man wants a pair of shoes." The answer came back in perfect English, "Step this way, gentlemen, and I shall have an English-speaking clerk wait on you."

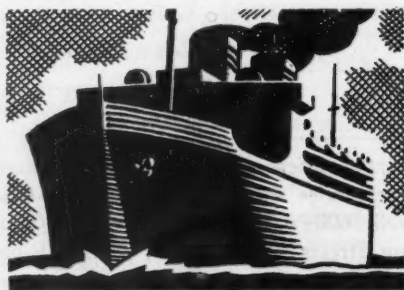
Students of Shakespeare attention! "Hamlet" was written in Elsinor! We know because we saw the Carmelite Monastery in which the Bard of Avon did his work. Yes, a guide pointed it out to us, and didn't smile either.

As an American wanders around Copenhagen, dodging bicycles and getting his share of Carlsberg's best, he might easily wonder as to what his country would have been like had America stayed discovered after Leif the Lucky had had to abandon his colony, situated somewhere "way down East." The Scandinavians are really quite excellent and should make fine forefathers.

The Gota Canal trip is as good as the National Geographic made it out to be several years ago. The boat is tiny (a person of average size must do some careful squirming to turn over in a berth), the food is excellent, and the canal is gorgeous. What fun it is to go trouping off with the passengers, headed by the captain, to visit some old church while the good ship *Astria* labors and groans for an hour-and-a-half while going down a series of locks.

In too short a time we are upon what is probably the most beautiful modern building in Europe—the City Hall of Stockholm. Stockholm, while not a real Venice, does have a great deal of water around and about. From the small boats

equipped with motors to the great ocean liners, the harbor is alive at all times. Just sit yourself in the park on a sunny day and watch the Scandinavian world go by. Or, if you are more interested in the people wander through the busy streets and stop in at a pastry shop for a cup of "coffee and." At Upsala, the old educational and religious center some few miles north of



1. S. B. Knowles, Yuba City High School.



the city, you will probably be impressed with the 42 hors d'oeuvres served at lunch.

SINCE good things cannot last forever, you grudgingly pack your bags and carry on. Perhaps with a bit of uncertainty in this case, for you are on to the land of the U. S. S. R. via Helsingfors. Knowing that the land of the Soviets is the objective, one does not particularly enjoy Finland, for you can think of nothing but the contradictory tales that you have been hearing. Should we go there? That man in Berlin said to bring food, Darling in "Ding Goes to Russia" said, "Don't go," and so on. However, we've paid our money and told everybody we were going—so we went.

If a person is inclined to worry about dirt and bugs and crowded conditions and so on, don't go to Russia. The general condition of the country so provoked us that we decided to reduce our stay to the minimum—which meant meeting an Italian boat at Odessa in 14 days.

To adequately describe Russia would take a book—here are some general impressions. The country is in the state of being rebuilt. Seldom does one see a building completed. The scaffolding is up—maybe someone is working and maybe not. The streets are crowded, as are the street-cars. Imagine the Nevsky Prospect without an automobile in sight.

The people are poorly clothed—seemingly but an outer garment and no shoes. On every corner the loud-speakers blare out their never-ending speeches. The trains and boats are crowded. Does anybody work?

Ah, but those poor devils can turn out a play! Surely propaganda but the acting, color, stage-management, make-up was exquisite. Unfortunately the actors shoes were worn out and the ankles black with dirt, but these things were not in the play. Yes, they do have plays, and parks, and excellent music.

Odessa and the grand stairs down to the sea

made famous in "Potemkin." But who cares. For there at the dock is the Diana and, therefore, the outside world. Cheers!

In September the Black Sea is perfect when your boat is slow. How, where, and why the days go no one seems to know or bother about. It is highly recommended to you who have the yen to go somewhere. The Black Sea means that going or coming you will be in Constantinople. The old Romans, the Orient, the modern Turks give the traveler a great deal to warrant an interesting stay.

For there is St. Sophia with its carpets just a little out of line so that the faithful will surely face Mecca; the old palace with its gorgeously-jeweled robes of past sultans; the quarters of the harem; and the several old eunuchs now acting as watchmen; the muezzins calling the few remaining faithful to prayer; the Blue Mosque, the Walls of Theodosius; the hurry and bustle of the harbor with the small boats and ferries—all a jumble in the mind, but a mix-up never to be forgotten.

We sometimes forget that the Turks controlled Eastern Europe, but the Hungarian countess with us at lunch was able to read some words of the menu because of their similarity to the language of the Magyars.

On to Athens with its marble sidewalks. We became well-known around and about the square of the Constitution. Not by name, perhaps, but because we refused to wear coats on hot days!

Why, we even traveled to Phalleron Bay on the electric without them each day that we went to swim. Gee, the swimming was good! Ah, to float on the gentle Aegean—not a cloud in the blue sky, not a care in the world.

Delphi, Olympia, Sparta, Andritsina. Nauplia by train, bus, mule-back, private car; and all for the extremely moderate cost of \$5 a day because the exchange was so low. Even a night under the same roof with that



*"Napoleon went to Egypt and so must we!"*

grandee of grandees, the Duke of Alba! To crown the trip, a present of a scraggly bunch of flowers from a little girl away in the back country who knew three words of English.

**N**APOLÉON went to Egypt and so must we! Cairo is fascinating! Imagine the natives in their long nightgowns, feet bare, tarboosh set firmly, running with packages, jumping on and off street-cars, riding bicycles, all in and out of the usual continental street traffic of horse-drawn carriages and automobiles. You watch it by the hour from your hotel window.

To the Pyramids of Gizeh, to ride on a camel, to climb into a pyramid (checking our caps with a native at the entrance and returning to find them full of fleas) and, of course, to take pictures of each other with the Sphinx in the background. To Luxor with the Temple of Karnak, the Nile, and the Tombs of the Kings. Really, the dragoman was rather disgusted with us because we refused to see the snake-charmer who promised to find plenty of pythons for us in the garden of the hotel.

"Jerusalem the golden, with milk and honey blest." You've sung that in Sunday School. What a dirty little hole, though. Do you know that by automobile Bethlehem is but five minutes from the Church of the Holy Sepulcher. And that the Mount of Olives but three minutes. The Mohammedans observe Friday, the Jews Saturday, and the Christians Sunday. The town is never quiet. The most refreshing sight is the clean-cut, spotless British soldier.

We met Father Benedict, but Joe shortened the name to "Father Bennie." A more broad-minded, pleasing, and interesting man one seldom meets. He told us about the Alepo "buttons," the students of Armenia, Turkey, and Syria, and of life in the mission field as we paced the second-class deck of the Italian ship that carried us from Jaffa to Syracuse, Italy. The missionary's life is not any easy one, but it certainly must have its compensations if men of "Bennie's" stamp could be had for companions.

Taromina, considered by many to be an outstanding beauty spot of the world, is an interesting resort perched on the side of steep hills, just north of Mount Etna. October is an off-season month, so there were few to bother us as we relaxed after the brief visit to the Near East. It is to be recommended to any of you who are looking for a quiet, but inspiring spot at which to write that book that you have so long planned. The magnificent Mediterranean just below you should be enough to assure success of something or other.

Mussolini seems to have done an excellent job in Italy. The reader of travel books published before the present regime in Italy invariably refers to Naples as being a filthy spot with a glorious setting. Today Naples is quite an orderly city with few beggars. To be sure the long-looked-for organ-grinder is there, with his "Hissst, hissst" and his outstretched hat as he sees you poke your head out of the window. You willingly throw him a copper or two—not because his music-box is in tune—but because it is the thing to do.

### Rome is Beautiful

No one should object to the adage that all roads lead to Rome. For Rome is beautiful. The amateur writer should not attempt to give the reader a thumbnail sketch of that city or even an impression other than that it is beautiful and packed with history. This the government is doing its best to show to the tourist in its best light at the lowest, or no, cost. Drop into the church of St. Paul-outside-the-walls and weep because of the sheer beauty of the place as did one young lady visiting that building with us. Or stand and watch the reverent pilgrims slowly ascend the Sacred Stairs on their knees.

The trip by automobile from Rome to Florence in the autumn is one not easy to forget. Through the quiet countryside with its excellent roads and famous white oxen slowly drawing their carts, the automobile leisurely carried us through the hills to Orvieto (wine), Assisi (St. Frances), Perugia (chocolate), and the old and lofty town of Sam Gimignano. There the little guide answered the questions of a lady in our party with, "Yes, mama."

Question—Where do all good old ladies go on the death of their beloved? Answer—to Florence, where they live in the Anglo-American. Yes, Florence is all that it is reputed to be, including the Ponte Vecchio. You'll like it, for there are more interesting shops than in any other city of its size in the world.

**V**ENICE with its gondolas and Grand Canal. St. Marks, and the Doge's Palace, are not of interest to the thin-blooded American in December, when he can visit the glass-blower at work and sit in front of his open fire!

Just as at that carnival when you were a little tike you watched the making of pens, steam-engines, and other marvelous masterpieces that really worked, you are spellbound as the master-craftsman turns out a fine vase or goblet.

Also, the courteous gentleman, who guides you around the many-roomed storehouse of

glassware, will tell you that the beads of all countries from which the traveler returns generally will be found to have been made in Venice.

### Christmas in Vienna

At Christmas time the traveler dreams of home. In Vienna last Christmas a dozen of us not only dreamed of home but lived the old-fashioned holiday. Doctors, students, university professors on sabbatical, and just people who were being psychoanalyzed—all entered into the Yuletide spirit with a tree, presents, charades, songs, and too much food. It is not difficult in Austria, for those people keep the season very much as we do.

The streets and stores are packed with people doing their shopping, trees are sold at street corners as in America, and the spirit is in the air. On the Eve of the Nativity with ten thousand others you pack yourself in old St. Stephens Cathedral for the midnight mass. The service is tremendous with its many priests, acolytes, choir, orchestra, and two ponderous organs booming out the chants and the carols. One does not forget such a service.

And one does not forget New Year's Day, for on that day (for a bit of money) one may kiss a little white pig, all scrubbed and polished, and be assured of a really Happy New Year!

But we must not stay in Vienna even though the spirit be willing. On to Switzerland only to be a little disappointed because the scenery is not so grand as our own Rocky Mountains. And Swiss hotels? No, even there they do not have steam-heat, and we must continue with our red flannels. Imagine Joe with all of his six feet sitting on top of a radiator reading!

After visiting a session of the International Labor Conference in Geneva the writer has no desire to be a delegate at an international conference of teachers. Imagine listening to each institute speech three times—English, French, and German!

Nice in winter? Go to Santa Cruz in summer. Avignon? Don't bother unless it is the only medieval city you expect to visit. Carcassone? Let me go there, when I die, instead of to Valhalla. Truly, it is one of the few spots, untouched by modern publicity agents and beggars, and worth the ride on a back-country French train.

The old city of Dame Carcas is just as it was when the last of the knights rode north to Paris. The walls, towers, moat, drawbridge, church, and village within the walls, are there for you to walk through and dream through as you recall all the folklore you've ever read or heard.

In the distance lie the Pyrenees and Spain. And after a twenty-four-hour colorful journey, our train was in Barcelona. The warm spring days (while one is sitting on a bench at the old fair grounds or on the top of Monserrat) remind one of California, as does all of Spain in many ways. But not in all ways. For what right-minded Californian has his dinner at 10 o'clock in the morning? Or inhales octupi soup?

Or gathers with his neighbors in the morning at 7 at the station and holds an impromptu rally as he receives his morning paper? From Granada to Burgos Spain awaits you. If you do not find romance, adventure, perhaps it is yourself that has failed.

By the way, it might be suggested that you stop at Gibraltar for a refreshing cup of tea.

PARIS may be a woman's town, but it is also a tourist center. Gay Paree wasn't nearly so gushing and carefree as it had been in 1927. Still, the Grand Tour of Europe would not be complete without a stroll along the Left embankment among the books and the fleas. And a drink at the Cafe de la Paix.

Oh, to be in England in April. Browning was right, quite right. To cycle in the South, worship at Stratford on Avon, and have tea at England's Grand Central—the Regent Palace Hotel. You might even drop a shilling down the boot of the horse-guard at the Admiralty office to see if he would move. We were told that he wouldn't so we didn't try.

And then to head for home. It was all too slow in the going. The S. S. Laconia, Boston, Maine, the new Ford, Chicago and the Century of Progress, Boulder Dam, and home.

\* \* \*

### California Students in Spain

The first term of the International Summer University of Madrid was successful. Ramon Menendez Pidal, president, announces additional facilities and a wider scope of activities for 1934.

The department for foreign students was attended by 114 students including several Californians. Among the nationalities represented were—Lithuanians, English, Czechoslovakians, Canadians, Swiss, Dutch, Germans, French, and Norwegian.

Among the Americans were Zita Croghan of Eureka, California, and Katherine B. Jones of Beverly Hills, California.

\* \* \*

Effie Jane Leatart of Polytechnic Special Day and Evening High School is secretary-treasurer of the Los Angeles Vocational and Industrial Arts Association.



### Westward the course of empire . . .

*Study in oils by Wilbur Hawley, a Senior High School student, Oakland. Frontispiece from Oakland's new course of study in art for secondary schools. See Page 8.*



# SIERRA EDUCATIONAL NEWS

NOVEMBER 1933 • VOLUME 29 • NUMBER 9

## The Schools and the People

ROY W. CLOUD

**S**IGNALIZING a new broadening of activities of California Teachers Association, all newspapers of California were furnished during August with a series of twelve articles on "The People and the Schools," under signature of the State Executive Secretary.

This was done in accordance with the policy of C. T. A. Board of Directors, to spread among parents and the public in general, information, in layman terms, as to just what are the principles and the practices that underlie modern educational methods.

The response has been highly gratifying. The attention of members of California Teachers Association is called to the list of newspapers that have so splendidly shown their friendly interest in the public schools and their work.

Four hundred and ninety newspapers—129 dailies and 361 weeklies—were supplied with the series. Of these, 14 dailies in all but 5 instances, the entire series of and 65 weeklies have used the material. 12 articles appeared, or is still appearing. The five instances noted either briefed the series for a single presentation, or made editorial comment.

This showing, in percentage, means that the material has been used by a total of 15.5% of the State press. For a State-wide circularization this is regarded as a high percentage of total coverage for ma-

terial not considered "spot" news, and more especially for a series running to twelve installments.

The Los Angeles Times, using the material for a 2½-page spread in the Sunday magazine section of September 17, 1933, with original illustrations secured by the Times, was the premier showing.

A total of 31 counties is represented in the coverage, distributed, by sections of California Teachers Association, as follows:

**Northern Section**—Eldorado, Sutter, Butte, Tehama, Plumas, Modoc, Sacramento, Lassen.

**North Coast**—Humboldt, Mendocino.

**Bay**—Santa Clara, Stanislaus, Solano, Tuolumne, San Mateo, Alameda, Contra Costa, San Joaquin, San Francisco, Marin.

**Central**—Kern, Fresno, Merced, Mariposa.

**Central Coast**—San Luis Obispo.

**Southern**—San Bernardino, Riverside, Santa Barbara, Ventura, Los Angeles, Orange, San Diego, Inyo.

The following counties were not represented in the newspaper returns:

**Northern Section**—Calaveras, Amador, Alpine, Mono, Yolo, Placer, Nevada, Yuba, Colusa, Sierra, Glenn, Shasta, Siskiyou.

**North Coast**—Trinity, Del Norte.

**Bay**—Napa, Sonoma, Lake.

**Central**—Tulare, Kings, Madera.

**Central Coast**—Monterey, San Benito, Santa Cruz.

**Southern**—Imperial.



The newspapers which used the series were:

#### Dailies

Christian Science Monitor\*  
Alameda Times-Star\*  
Coalinga Record  
Chico Enterprise  
Escondido Times-Advocate  
Los Angeles Times (Sunday feature; in full)  
Oakland Post-Enquirer  
Oceanside Blade-Tribune\*  
Oroville Mercury-Register  
San Diego Union  
San Francisco L'Italia  
San Jose News  
San Jose Mercury-Herald\*  
Stockton Independent

#### Weeklies

Alturas Plaindealer  
Alhambra Review  
Arcadia Tribune  
Arcata Union  
Atascadero News  
Azusa Herald Pomotropic  
Bieber Gazette  
Brentwood News  
Campbell Interurban Press  
Carpinteria Herald  
Chula Vista Star  
Coachella Valley Submarine  
Clovis Independent  
Concord Transcript  
Covelo-Round Valley Record  
Dos Palos Star  
Fairfield Republican  
Ferndale Enterprise  
Fillmore Herald  
Fontana Herald  
Fortuna Advance and Humboldt Tribune  
Gerber Star  
Gilroy Advocate  
Hilmar Enterprise  
Indio News  
Kingsburg Recorder  
Livingston Chronicle  
Lone Pine-Mt. Whitney Observer  
Los Banos Enterprise  
Los Gatos Mail-News  
Mariposa Gazette  
Merced Express  
Mill Valley Record  
Mountain View Register-Leader  
Newman West Side Index  
Palo Alto Mayfield News  
Patterson Irrigator  
Placerville Mountain Democrat  
Placentia Courier

\*Briefed

Portola Reporter

Redwood City Times-Gazette  
Ripon Record

San Francisco District Weeklies:

Richmond Herald  
Presidio Heights Press  
Divisadero District Advocate  
Inglewood-Westwood Booster  
Municipal Journal  
Golden Gate Valley News  
Fillmore District News  
Hayes Valley Advertiser  
Sacramento Homes News (Shopping News)  
Sacramento Valley Labor Bulletin  
San Gabriel Sun and Valley Leader  
San Luis Obispo Telegram  
Sonora Banner  
South San Francisco Enterprise-Journal  
Tehachapi News  
Walnut Creek Contra Costa Courier  
Wilmar San Gabriel Valley Press  
Yuba City Sutter County Farmer

\* \* \*

## Art for Secondary Schools

(See also Frontispiece, Page 6)

**O**AKLAND Public Schools have recently issued a Course of Study in Art for Secondary Schools, edited and compiled by Luella S. Holman, chairman, and Cora Boone, Supervisor of Art in Secondary Schools. This large, illustrated bulletin of 80 pages, is 131 of Oakland course-of-study series.

In transmitting the material to Superintendent Willard E. Givens, the committee stated, "It has been our goal in this work of curriculum improvement to prepare a course of study in keeping with the progress of society and the most advanced thought and practice in education.

"The program presented represents a complete co-operative enterprise in educational development extending over a period of three years."

The outline of the course includes junior-high-school, grades 7 and 8; junior and senior high school, Art I and II; and 15 or more courses in senior-high-school art.

The bibliographies and lists of visual materials are particularly well selected and helpful.

Because Art is so fundamental in the modern school philosophy and program and because the Oakland Course of Study is particularly well done, we recommend its careful perusal by teachers throughout California and on all levels of educational work.

Miss Boone and her many associates are heartily congratulated upon the obvious excellence of their course-of-study.

## THE PRESIDENT'S PAGE

**Educational Principles**

WILLARD E. GIVENS, *President  
California Teachers Association*

THE 1933 session of California's Legislature abolished the Superintendent's Convention at public expense, along with other state conventions. Realizing the importance of the vital problems facing public education in this state, many of the public school superintendents of California met in Oakland on October 20 and 21 at their own expense. This two day conference was given over entirely to the serious business of public education in California.

A statement of the general educational principles which were agreed upon and adopted at this conference follows:

1. We are determined that the people of the State of California who own and operate the public schools shall also control them.
2. We believe that a system of public education free to all the children of all the people from the kindergarten through the university is necessary for the maintenance and preservation of our democratic political and social institutions.
3. We realize that present-day rapidly changing social conditions require changes in educational practice. We believe that it is our obligation as public school people to so modify educational practices that the public schools will serve the needs of society in a manner worthy of the highest American principles and ideals.
4. We believe that the first obligation of any society is to its children and youth. We believe that it is the duty of our society to develop and maintain the self-respect and the physical, mental, and moral growth of the young, and when necessary to provide them with livelihood as well as with educational facilities until society is prepared to offer them productive employment.
5. We believe that the many social problems growing out of rapidly changing conditions make it absolutely imperative that the program of adult education sponsored and supported by the public in this state must be re-established and broadened to meet the growing needs of adult adjustment.
6. We recognize the obligation of all school people to maintain a high level of personal character and to render unselfish service. We believe it is to the best interests of society to provide the conditions and remuneration which will attract and hold people of character, native ability, and wholesome personalities in all of our public schools.
7. We recognize that the state has resources sufficient to meet its social needs, and we believe that finances adequate for the support of its educational program should be provided by a just and equitable system of taxation based upon the ability of the citizens to pay.
8. We hold that it is the right and duty of all citizens and the specific obligation of the members of our profession to express themselves and work in defense of these principles and to co-operate with all right-thinking citizens in making these principles effective.
9. We call upon all citizens of California in the interests of their children to co-operate with the educational workers in their schools in putting these principles into effective practice.

## The State of Public Education

JOSEPH MARR GWINN, *Superintendent of Schools, San Francisco*

**P**RESIDENT GLENN FRANK of the University of Wisconsin has dramatically said, "A sword hangs over Education." That sword has fallen in many parts of the country. Schools have been closed. Several millions of children have no schools or are attending schools with greatly reduced terms.

The children are being made to pay the costs of the blunders of those people who are responsible for the continuing distressing political and economic conditions.

The children are paying these costs, in that which is more precious than gold and at a sacrifice that makes the so-called "economies" nothing less than extravagant and disastrous expenditures.

The children have had their birthright sold for a mess of pottage, which may allay for a moment present economic and political pains, but which makes empty the lives and incapacitates those who in future years must bear the burdens and assume the responsibilities of preserving and promoting civilization, including our own national and social welfare.

*The public schools are in a state of great peril.*

Powerful interests controlling much publicity are attempting to discredit all those who defend adequate expenditures for education. These defenders of education are charged with being visionary, selfish and ignorant of economic conditions. The past management of school systems is charged with being wasteful and unbusiness-like and education is charged with consuming too great a part of the tax-dollar and of costing entirely too much.

Some and maybe all of these charges may be true in part but not more true than similar charges that could be made

against the men and the businesses they represent who are sponsoring this attack upon the schools.

There are not as many empty school-rooms as there are office rooms to rent; there are not as many unnecessary school buildings as there are idle factories, the result of over-expansion and unwise management in good times.

*I challenge a comparison of the management of the schools with the management of the big business by those who have set themselves up as judges of the schools.*

If business and industry had been as wisely and as economically, and as profitably managed as have been the schools, this economic depression would have been much less severe and much shorter in duration.

These attackers of the schools should set their own houses in order and not attempt to divert public attention from themselves and their own stupid management of business to the schools and their advocates.

The schools are charged with teaching useless things and with having many fads and frills. What about business and industry? Have they not produced goods for which there is no market and other goods at a cost in excess of values? Are there not tremendously more of stocks and bonds of no value than there are of subjects in the curriculum of no or little value? There are far more fads and frills in business and industry than there are fads and frills in the schools.

I deny that there are any real fads or frills in the schools. There are things taught now that were not formerly taught and some things formerly greatly emphasized in the schools are now given less emphasis. There are methods of teaching

and managing children today quite different from those a generation ago. These new materials and methods have been derisively dubbed by those who are too ignorant to know their real significance as "fads and frills."

### Selfishness vs. Group Help

The schools during the past decade have been attempting to prepare the rising generation for this day of co-operation and greater leisure. The critics of the schools engaged in the old individual competitive type of business and industry have insisted on the school continuing the old individual and competitive type of education.

President Roosevelt's national recovery program is a program in co-operation in business and a more equal distribution of work and leisure, and is a recognition of the fact that all must be prepared for co-operative working and for increased leisure.

The school's fads of group endeavor, of projects to complete, rather than individual, isolated tasks for each pupil to perform, are a necessary type of training for the New Deal in business and industry and in life generally.

*These so-called fads and frills constitute the stone which the builders, under the old order, rejected, but which, under the new order will become the head of the corner.*

There has been a great deal of faulty reasoning used in attempting to prove that too much is being spent on education by comparing the costs of education today with costs in 1890 or in 1914.

If it is shown that the expenditures on education are four or ten times as great as in 1890 or twice or four times as great as in 1914, that proves nothing.

We spend a million or ten million times as much on radios, automobiles and moving pictures as was spent for these things in 1890 for the simple reason that none of

them were in existence and hence not demanded by the people of that year.

Society through its laws and social and business standards has tremendously increased the service of the schools over that of 1890. Society has evidently found that these increased services are necessary and can be more cheaply and more efficiently provided through the service of the schools than through each individual taxpayer and parent paying for this added education for the children on a private basis.

How much of the nation's income should it spend for taxes? The answer would seem to depend upon the extent to which society better can secure for itself what it needs and wants through collective endeavor than through individual effort.

If there is a better and more economical way for society to get what it wants for its children than through the schools, that better and more economical way should be used or if these ends can as effectively be secured through a smaller expenditure on the schools, that should be done.

LET the spotlight of constructive criticism and research be turned upon all governmental functions and upon all privately-owned and operated businesses. This is a time for taking stock of resources, operating methods and costs and of materials used and products produced and of the needs for these products. The new day demands new ways and means of carrying forward governmental functions and private enterprises.

We are not to get back to good times but are to go forward to better times. We should stop longing for a return to Egypt and should turn our eyes and our course forward to Canaan, even though that course leads through a wilderness of many sacrifices and dangers.

I am confident, when the clear light of the new day sets things in their proper places, that the education and training of

youth will be considered of more importance than in the days of our recent so-called prosperity. There should not be less but more education.

The schools have responded more than any other major function of government in reducing expenditures and in modifying the program of education to meet the present emergency. The schools have lacked press agents to acquaint the public with what has already been accomplished.

Nevertheless these accomplishments have registered in the tax-rate and in the halted school-building programs. They have registered in the discharge of many thousands of teachers and in increased numbers of pupils per teacher employed. There has been a great reduction in the number of supervisors and school administrators employed.

There is no doubt that schools are costing much less than they did a few years ago but whether all these reductions are economies may well be doubted. Thousands of teachers have worked without pay that the school term might be held to its usual length. There has been much propaganda against teachers, seeking to discredit them in the eyes of the public, but as a class there is no group of public servants in which the members have shown a finer patriotic spirit in these trying times than have the teachers.

**E**DUCATION brings such great social, political, and economic returns that too much could hardly be spent on education. It may well be doubted that any considerable numbers of our population seriously believe that the costs of education have been absolutely too great.

All have had to recognize the fact that those who have borne the costs of education in the past are no longer able to carry the load in its old form. The sources of school support must be changed and have been to an extent already changed in several states, including California. The

necessary burden of taxation for the maintenance of the public schools can easily be borne under a proper system of taxation and under wise and economical management of the schools.

It is the responsibility of all who are interested in the public schools to solve the problems of support and in doing so remove the sword which now hangs over public education.

\* \* \*

## The Business of Education

*Vignettes of Life, by J. Norman Lynd, a humorous cartoon reproduced by courtesy of Public Ledger Syndicate and the San Francisco Chronicle.*



**'LEARNING TO WORK WITH A GROUP' AND GET SOME IDEA OF WHAT HE WILL BE UP AGAINST WHEN HE GOES OUT INTO THE WORLD**

M. Madilene Veverka, director, elementary course-of-study, Los Angeles City schools, has reported most enthusiastically upon the elementary school exhibits at the great Los Angeles County Fair recently held at Pomona.

\* \* \*

Judge Georgia Bullock of the Superior Court, first woman judge to be appointed to preside over the Woman's Court of Los Angeles City, recently addressed the Los Angeles Kindergarten Club. She was appointed to the superior court bench in 1928.



# Looking Toward Educational Reconstruction

JOHN K. NORTON, *Chairman, Joint Commission on the Emergency in Education*

**W**E are now in the most difficult year which the public schools have encountered in this generation. Let us not lose courage. This is not the first emergency in the history of American education. The schools and colleges have risen above obstacles in the past. They have come out of other crises and have marched forward.

While we make every possible effort to meet the difficulties of the moment, let us look to the future. Let us realize that a crisis may offer a greater opportunity for the initiation of a sound program than a normal period. Let us remember that a powerful offense is the best defense.

Let us begin at once to build comprehensive programs for educational reconstruction, which we will vigorously support in every state in the Union. What are some of the elements of such a program?

**First**, we should revivify and strengthen our local, state, and national education associations. They offer the one means through which the individual teacher may make his or her influence felt in high places. Do not let salary cuts or other discouragements dissuade us from maintaining active memberships in our professional organizations.

Participate in their activities. See that they immediately take steps toward the development of a comprehensive and authoritative legislative program for the next session of the legislature. Insist that they maintain an alert and attractive journal. Inquire concerning other phases of their programs for dealing with the emergency.

**Second**, study the implications for education of the National Recovery Act and

other Acts of the last Congress. Address the U. S. Office of Education for information concerning the operation of these Acts.

Purchase a copy of the special one-volume edition of *Recent Social Trends*, printed at the request of the Joint Commission on the Emergency in Education, and obtainable from the National Education Association.

Resolve that public education shall play a more dynamic role than ever before in shaping the course of evolution of the complex but thrilling civilization in which we are living. Study that civilization.

Try to understand the forces and the trends that eddy in its sweeping current. Play a more vital role both as a teacher and as a citizen in directing its course toward social ends.

**Third**, develop a program for the rebuilding of the structure upon which rests the financial support of the schools and colleges of your state.

See that the state government plays a proper role in financing a foundation program of education in every locality.

Protect local initiative by preventing encroachment upon the right of the community to provide educational facilities beyond those guaranteed by the state foundation program.

## Modernize the Tax System

Support, and if necessary, initiate activities looking toward the modernizing of the structure and administration of taxation in your state.

Secure a copy of the Report of the National Conference on the Financing of Education from the National Education

Association. Read it while you ask yourself these questions:

1. Has this been done in my community or state?
2. Should this, or something similar to it, be done?
3. How may I help to accomplish what needs to be done?

Fourth, let us all remember that we are living in an age that cannot get along without education for very long; that those of the clearest vision, both within the profession and without its ranks, predict that the second third of the twentieth century will be one of the greatest periods of educational advance that the nation has yet seen; and that those who equip themselves now will be privileged to lead in that advance in the years that lie ahead!

\* \* \*

## Abolish Child Labor

CALIFORNIA is among the 15 honor roll states which have ratified the Child Labor Amendment. Several of the states ratifying in 1933 had previously rejected it.

Thirty-six ratifications are necessary to secure its adoption. No time limit has been set within which this must be accomplished, and it may be ratified at either regular or special legislative sessions.

The abolition of child labor is one of the essentials of the National Recovery Program, because the employment of children reduces the number of jobs available for adults, and tends to lower wage rates, as well as handicapping the children themselves, educationally and in some cases physically.—National Child Labor Committee.

\* \* \*

## Safety Education for Children

Captain Charles Goff, head of the San Francisco traffic squad, urges safety education of school children. He pointed out that in the down-town central traffic zone of San Francisco, through which one and one-quarter million people pass daily, where traffic moves under police supervision and traffic signals prevail, there had been only one traffic death in six months.

"Most traffic accidents," he said, "occur in outlying districts where people are careless."

## NRA Code for Schools

*In response to several inquiries concerning the present status of the tentative draft of a proposed NRA Code for Schools as published in Sierra Educational News, September 1933, pages 11 and 12, the following statement is made:*

ALTHOUGH the National Industrial Recovery Administration does not apply to the professions, several national organizations of educational workers formulated a Code, in order that the public schools might participate actively in the program of industrial recovery.

The proposed Code, admittedly extra-legal, was formulated by officers of National Education Association, headed by Jessie Gray, president, Philadelphia; officers of American Council of Education, Cloyd H. Marvin, president, George Washington University, Washington, D. C.; officers of Association of American Colleges, Robert L. Kelly, secretary, New York; and officers of National Association of Executive Secretaries of State Education Associations, C. M. Howell, president, Oklahoma City.

This Code was submitted to the NRA August 30, 1933, by a committee composed of:

Joseph H. Saunders, president, Board of Trustees, N. E. A., Newport News, Virginia.

J. W. Crabtree, secretary, N. E. A., Washington, D. C.

J. Herbert Kelley, executive secretary, Pennsylvania State Education Association, Harrisburg, Pennsylvania.

Arvie Eldred, executive secretary, New York State Education Association, Albany, New York.

Cornelius J. Heatwole, executive secretary, Virginia State Education Association, Richmond, Virginia.

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## Scholarship Federation

OFFICERS of California Scholarship Federation are: president, Laura Lorraine, Sebastapol; vice-president of the northern region, Elizabeth Hughes, Oroville; vice-president of the central region, Margaret Paxton, Fresno; vice-president of the southern region, Mabel Lindsay, Compton; secretary, Virginia B. Hill, Avalon; treasurer, Marguerite C. Sinclair, Fresno; registrar of eligibility, Charles F. Seymour, Long Beach; chairman of collegiate relations, Katharine J. Hodge, Santa Maria; ex-presidential advisor, Hazel L. Wohhaupter, San Mateo, editor CSF Bulletin, Sophia Cramer, Palo Alto.

The above officers serve during the school year 1932-33; the new officers will be listed in an early issue of this magazine.



# I Got the Teacher All Stirred Up!

WALTER R. HEPNER, *Superintendent of Schools, San Diego*

*"The great means of preventing misconduct is the providing of suitable tasks." Morgan, The Psychology of the Unadjusted School Child.*

IN an elementary school some time ago a boy appeared in the principal's office. The principal asked, "Why are you here, John?" John replied, "Why, Miss Smith, I have been a bad boy." "What did you do?" asked the principal. "Well, I got the teacher all stirred up," was the simple, unaffected, artless admission.

A visitor in the home of a ten year old boy overheard an exchange of confidences between the boy and his chum. "Do you know Miss Brown?" queried the lad. "Well, we have a lot of fun out of her!" Then followed some revealing comments about the habits of teachers in general and this "entertaining pedagogue" in particular.

The climax came with this bit of narration: "You see, it's this way. We do something she doesn't like and she gets mad and is mad all day. The other day she sent me out in the hall for something. Just as I shut the door I looked in the room and waved "goodbye" to her. Was she mad!"

The conversation continued to bring forth examples of times when the boys and girls of the class had created confusion merely to see the teacher lose control of her emotions. Every experienced teacher can extend this list of childhood sallies into the playground of manipulation.

Bernard Glueck has said "One of the outstanding conditions which determines success or failure in child-teacher relationships has to do with the question of objectivity of attitude and behavior. Ordinarily we are apt to be more rational in

our relations with our fellows, the more successful we are in maintaining an attitude of objectivity."

The difficulties of the classroom are multiplied when children are housed in large groups, when standards are maintained, when much ground has to be covered, when there is conflict between the habits and attitudes that each child brings from home and community, and when teachers, being human, are continually besieged by their own background of early experiences and present problems, both economic and psychological.

Help is found for us when we recognize the principle that a child develops unsocial tendencies as a result of the learning process, and that once we discover how he has developed them, we have found the clue for checking their growth. Our constant search is then to find the underlying pathology, to maintain an attitude of objectivity which can come only through our own adjustment, and to provide the environment that will elicit the responses that make for balanced and integrated personality.

\* \* \*

## Yesterday, the Foundation of Today

Homer F. Aker, superintendent of Arcadia Schools, California; D. Lloyd Nelson, head of social science department, Arcadia Schools; and Banza Nielsen Aker, formerly 6th grade teacher, Salt Lake City Schools,—are the co-authors of this upper-grade and junior-high-school history. A. J. Cloud, chief deputy superintendent, San Francisco City Schools, has written an illuminating foreword.

The major sections of the book deal with,—the stream of history; the beliefs of mankind; languages and records; science; government; fine arts. Large type, excellent illustrations, concise arrangement of materials all combine to make this a highly meritorious reader and text. It is issued by Harr Wagner Publishing Company, publishers of numerous school texts.

## Enforcement of Payment of Teachers Debts

ALFRED E. LENTZ, C. T. A. Legal Advisor

**F**OR a number of years past section 710 of the Code of Civil Procedure has been amended at each session of the Legislature in an effort to provide a means whereby the salaries of public employees, including certificated and non-certificated employees of school districts, could be levied upon by the creditors of such employees.

These previous amendments have been unsuccessful because of defective wording used in the amendments. However, the Legislature in 1933 again amended the section. As amended there is no doubt but that under it the salary of any employee of a school district may be levied upon by his creditor in the manner provided therein.

A brief statement of the procedure involved in those cases where a school district employee owes an unpaid money debt may be of interest: An employee for a school district owes a party money. The creditor of the employee must bring an appropriate action at law against the employee.

If the creditor is successful and secures a judgment against the employee, a duly certified transcript or abstract of the judgment is filed with the county auditor by the creditor, who has become the judgment creditor.

And in addition, the judgment creditor files with the county auditor an affidavit stating (1) the amount due him from the employee and owing and unpaid by the employee and (2) stating also that he (the judgment creditor) desires to avail himself of the provisions of section 710 of the Code of Civil Procedure.

The county auditor then pays into the court which issued the judgment, a warrant or check made payable to the court for an amount equal to the whole or such portion of the amount due on the claim of the judgment creditor as will satisfy in full or to the greatest extent the amount unpaid on the judgment.

The amount so paid into the court is deducted from the salary due the employee of the district and the balance of the salary due, if any, is paid to the employee.

The court then pays to the judgment creditor such of the amount paid into the court by the county auditor as is not subject to exemption and pays the balance, if any, to the employee.

The law, however, does not apply only to money debts of school district employees. Un-

der the section to which reference has been made, any judgment secured against an employee of a school district requiring him to pay money to the party securing the judgment may be enforced in the manner described above.

In the event the amount of the judgment secured against a school district employee exceeds the sum due him as salary at the time the transcript or abstract of judgment is filed with the county auditor, the law seems to be open to two interpretations:

First, that after the filing of the transcript or abstract of judgment the salary becoming due the employees each month thereafter must be paid into court for payment to the judgment creditor until the judgment is satisfied.

Second, that a transcript or abstract of judgment must be filed each month in order to have the monthly salary due the employee diverted to the payment of the judgment. Which interpretation is correct has not yet been decided.

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## Dismissal of Teacher

**I**F the governing board of a school district employing an industrial arts teacher, who has the status of a permanent teacher, and who holds both a special credential and a general secondary credential, discontinues all subjects in which the teacher was giving instruction and dismisses the teacher at the end of the school year in which such subjects are discontinued, then in my opinion, under School Code section 5.710-5.713, the dismissal is valid and the teacher can not claim employment as a teacher in the school, notwithstanding the fact that he is qualified to teach any other subject continuing to be taught in the school, and notwithstanding the fact in the past he has taught subjects in the school which have not been discontinued.—Alfred E. Lentz, C. T. A. Legal Advisor.

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Albert M. Shaw of Hollenbeck Junior High School, Los Angeles, is western regional director of the N. E. A. Department of Classroom Teachers. This is a three-year term, expiring July 1, 1936. Mr. Shaw was also re-elected secretary of the School Garden Association of America.



# Happiness Highway

*An Activity of the Entire School*

HAZEL BECKWITH NOHAVEC, *Director of Music, Claremont;*  
*President, California-Western School Music Conference, Southern District*

IMAGINE a quiet street where an old man and lady would go for a walk; a garden wall with many bluebirds peeping over; trees and flowers everywhere—such is the setting. A signpost indicates "Happiness Highway."

Nothing has quite united us as this little operetta which "grew" in our school (Claremont Elementary) out of the wish to approach the fundamental desirable character-traits from a music angle.

The beginning was the thought of singing about our safety rules. Not being able to locate just the song for the situation, I wrote one for the third grade telling how to cross the street.

*When e'er I go across the street  
 I know just what to do.  
 I always stop and look both ways  
 As Mother taught me to.*

This made just an ordinary appeal, but when the first grade teacher wanted a song about pets and we were unable to find one I wrote "My Pal" bringing in the idea of kindness.

The requests then came thick and fast, generally from the pupils, that I write songs which would belong just to their room.

The art supervisor became interested and lovely illustrations began to appear, ideas for costumes were originated and later the stage design.

The children felt the need for rhythmic responses in many instances and the director of physical education developed steps and pantomime. Every teacher made suggestions. With the help of Miss Clare Kerr, the principal, we decided to unite the songs and make it "Our Operetta." The material had organized itself into units which could be prepared by the various grades. This greatly simplified the rehearsals and staging.

As all operettas must have choruses, we set about at our assembly period to accomplish this. It was decided that every child should have the fun of taking part and that as all could not possibly be "leads" the rest

would be bluebirds in the Happiness Chorus. The children discussed the importance of the chorus as they would be on the stage all of the time and had to learn the most difficult music.

To make the continuity, two owls were introduced. These owls had to be able to speak very distinctly and the competition was keen. We allowed this to extend over quite a period so as to give plenty of time for emphasis in reading classes.

Personal habits were being stressed in the second grade, so "Pattern After Me" was their song.

*I sleep ten hours every night  
 So I'll grow strong and tall.  
 I clean my nails and comb my hair  
 And do not fret at all.  
 I brush my teeth and wear a smile,  
 I'm sure I'll happy be  
 Because these health rules I obey,  
 Please pattern after me.*

Proper diet and posture were the inspiration for "What I Do." Jolly cowboys who had given their horses a rest because they had carried the boys a long way sang, "We Like to Ride." And anyway walking is splendid exercise! Of course the lusty Indians danced as well as sang. The names of the Indians were really quite intriguing such as, Jim Nice-Clean-Teeth, Mary Combed-Hair, Jack Fresh-Air, Frank Fruit-Eater, Dick Like-to-Take-a-Bath, etc.

*(Please turn to Page 50)*



*Lusty Cowboys from Happiness Highway*





## Boating for High School Girls

LILLIAN SCHUETTE<sup>1</sup>, *Roosevelt High School, Oakland*

**C**REW is one of the outstanding sports, fostered by the physical education departments of the public schools in the scenic cities that surround the picturesque Bay of San Francisco.

Oakland is particularly fortunate in having Lake Merritt with its boating facilities, centrally located for this most healthy and vigorous sport. Two splendid establishments, called respectively the boathouse and the canoe-house, serve the general purpose of providing boating facilities for the water-sport-loving populace of Oakland.

The pupils of some twenty senior and junior high schools in Oakland make use of the ample boating equipment provided by the Recreation Department of Oakland. Besides the usual type of pleasure craft, a fleet of twenty-four salmon boats is available for use in this zestful pastime, instruction in which is possible all the year round in the temperate climate of California.

Boating in one form or another is very popular throughout the Bay Region and this is not surprising when the great interest of the entire population in maritime affairs is considered.

The program of the State Department of Education urges after-

school participation in sports. The principles taught in the classroom can, by such work, be carried over into a wise and wholesome use of leisure time.

The facilities provided at Lake Merritt are adequate to make boating a sport for the many, rather than the few. At Roosevelt High School, crew has become so popular that it is now carried on with a large enrollment in both fall and spring semesters. Large numbers of participants call for painstaking and intelligent organization in order that the greatest good can accrue to the greatest number.

At the first meeting of the season the girls enrolled. Senior girls who had previous experience in crew signed up as "student instructors." Eight of these latter girls were selected by the



1. Excerpts from article by Mrs. Schuette, published in *Journal of Health and Physical Education*, May, 1933.

instructor for outstanding records of rowing experience and leadership. These eight chose one of their number as "crew manager." This manager assumed complete direction of the activities, subject only to advice from the instructor.

In the fall semester more than 80 novices turned out for crew and were assigned to six boats. The grouping was informal, the girls choosing their own crew mates or rallying around natural leaders. This method of selection, primarily made to insure harmony, happily resulted in very evenly matched crews.

At this first meeting, also, all preliminary details as to day, time, and number of practices were decided. For costumes, middie and skirt or regulation gymnasium costume were chosen.

The first practice was held the following week. Roll was called, crews were assembled, and the "coaches," as the senior instructors called themselves, took over their crews. Coaches were assigned by lot. The first practice was necessarily given over to such fundamentals as marching and lining up with oars, the technique of embarking and disembarking, starting from and approaching the landing.

However, the 80 or more novice oarsmen had the thrill of actually "making the boat go" though many were the blisters, splashes, and windmills.

Improvement of technique for the individual as well as for the crew as a whole was stressed at each succeeding practice. By the third time

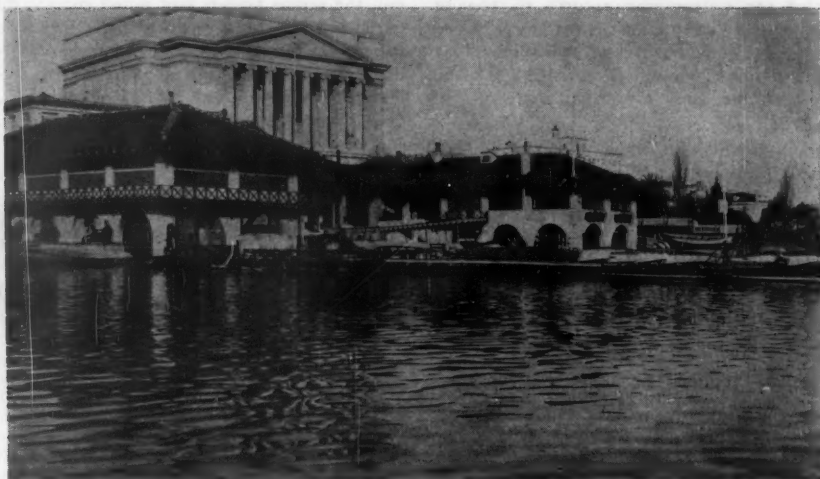
out, the senior leaders had noted enough difference of ability and physical prowess to begin the intelligent shifting about of the crew members. At the start each boat held twelve oarsmen, one coxswain, one pilot, one senior leader, and about three passengers. Tryouts were held for the position of coxswain, pilot, and the various seats. Stroke, bow, and cox are the coveted positions. The position of the pilot who manipulates the rudder generally falls to either the featherweight or to a girl physically incapacitated for more strenuous exercise.

The close association on the lake of all these healthy spirited girls at crew promotes a fine feeling of good fellowship. This spirit of camaraderie is given expression at the culminating event of each season, the Regatta and Crew Supper. Parents and interested members of the Girls Athletic Association are invited to this traditional climax of the season where the crews have an opportunity to display their newly-acquired skill and to glory in the fun of rowing.

In the rowing practices, following the definite organization of the individual boat, time is devoted entirely to developing skill. Speed and power develop naturally from increased smoothness of crew performance and are not stressed for themselves. As the time of the regatta approached, keen enthusiasm swayed not only the ambitious beginners but also the senior leaders who took their tasks of training the sophomores very seriously. A fine healthy competitive spirit in skilled performance was engendered and in



*Canoe-House on Lake Merritt, Oakland; also used by high school students*



*The Boathouse on Lake Merritt, Oakland, where the girls train for crew*

periods of "oars at rest" the other boats were critically observed.

The regatta is rowed over a course of 220 yards. This distance was chosen as experience showed that a 100-yard course was too short and form was neglected in the effort to make speed. With the comparatively short oars used, the stroke is about 40 per minute and as the distance is covered in  $1\frac{1}{2}$  to 2 minutes, depending on the tide and wind, not more than 80 strokes constitute the entire effort, which is not strenuous and not nearly as much work as the usual afternoon's practice.

Form is stressed and experience has shown that the smoothest performance generally wins over a distance of 220 yards. For shorter distances a slow start or one mistake will leave the boat out of the race and only in longer distances would strength or endurance enter as a factor.

\* \* \*

### What Shall I Eat?

Edith M. Barber answers the question "What Shall I Eat?" by showing how many good things there are to eat and how you can enjoy good, savory meals and maintain a high standard of health by simply eating the right kinds of food attractively prepared. Food fads and food taboos are forgotten in this simple, accurate, and humorous book upon the much-discussed subject of nutrition.

It is illustrated by Helen E. Hokinson in the style of her famous "New Yorker" sketches, and is published by the Macmillan Company.

## Humane Education

**E.** CATHARINE SOPER, Secretary of the Woman's Humane Club of Southern California, calls attention to two bulletins on Humane Education published by the National Congress of Parents and Teachers, 1201 Sixteenth Street N. W., Washington, D. C.

These bulletins contain many practical suggestions for teachers and parents. The Credo of the Humane Education program is:

*We believe that it is—*

*Right to train every child to think and act humanely.*

*Easier to cultivate good habits than to remove bad ones.*

*Cheaper to prevent crimes than to cure criminals.*

*Wiser to form character than to reform it.*

\* \* \*

## A Brownings Anthology

Two Poets, a Dog and a Boy, is the intriguing title of an anthology culled from the Brownings for young readers by Frances Theresa Russell, Professor of English, Stanford University. The delightful readable style will appeal to high school boys and girls. J. B. Lippincott Company, Publishers.

## Puppetry in Education

LELAND F. WILCOX, *Oakland*

**A**NYONE writing about puppets today can assume that his readers know what puppets are. It was not always thus; for, although puppetry has existed in all countries from ancient times, it was little-known in America (except in the crude Punch-and-Judy form) until a few years ago.

Mr. Tony Sarg, with his company of marionettes (string-controlled puppets), was the pioneer of puppet producers in America. Since his first production in 1916 there has been a revival of interest in puppets, paralleling the general post-war artistic renaissance in this country. Today there are able professional puppet companies in several of the larger cities of the country (Ralph Chesse and Perry Dille in San Francisco, and the Yale Puppeteers in Los Angeles, are well-known California producers); and there are amateur and school companies everywhere.

### Puppets in Schools

It is quite natural that schools should have adopted puppetry, for although there are puppet troupes which cater to sophisticated, adult audiences (Podrecca's Italian marionette troupe, 'Dei Piccolli,' which recently came to California is one of these), the little wooden actors belong primarily to the children.

Closely akin to folk art, puppetry's first appeal is to the responsive imagination of youth. For youth is most easily persuaded to accept the land of dwarfs and fairies, folk lore and grotesquery in which puppets are at their best.

Much has been written about the educational value of puppetry—too much perhaps, for it has sometimes suffered from association with a half-baked, ill-planned "project" method in which a teacher tries to promote an activity without understanding it very well himself.

A nine-year-old friend of mine told me that his teacher had given as an optional assignment during the study of early California history: "Make a puppet costumed in the style of the period." No further direction was given. Needless to say, the option wasn't taken. Puppetry can't very well be tied to the regular curriculum as a

casual supplementary activity, except perhaps in the primary grades. But if taken seriously, it will yield many educational values.

Production of puppet plays is an activity which involves a surprising number of knowledges and skills. The puppeteer will learn to model in clay, or to carve in wood; and he will thenceforth look with new respect on sculpture. He will learn wood-working and the intricacies of various types of joints and hinges, in order to evolve a mechanically-perfect marionette.

He will find himself searching eagerly for all the examples of stage design he can find, in order that he may plan and construct his puppet stage sets artistically. He will learn the principles of electrical circuits and wiring; and he may even want to enquire into the physics of lenses, of light color, of light dispersion.

Grammar and composition will take on a new importance for the puppeteer who attempts to write or adapt a puppet play.

But even more important than encouraging the acquisition of new factual knowledge, puppetry stimulates artistic development, furnishes opportunity for self expression. Like activity in any other realm of art, puppetry rewards its devotees with the peculiarly gratifying sense of creative accomplishment.

The marionette is the more difficult type of puppet to make and to operate; it is therefore



*A scene from Ralph Chesse's marionette production of Hamlet*



more intriguing to the young artist-craftsman. I believe however that the marionette is best suited to students of high school age.

Though elementary school children can make and operate marionettes of a sort, productions approaching a professional standard demand somewhat more maturity. For the younger children and for the beginner at any age I recommend the hand puppet. He has many virtues, and he is easy to create.

### A Hand Puppet

A hand puppet consists of a hollow head and an empty dress which fits over the hand like a glove. The index finger is slipped into the head, the thumb and second finger into the arm sleeves to manipulate the hands.

This type of puppet has certain advantages over the marionette. It can enter a scene through a door (impossible to the marionette because of its strings). It can pick up objects, sweep, scrub clothes, and perform other such feats very difficult for the string puppet.

It can walk without the mechanical uncertainty of the marionette, because its walk is merely a glide of the manipulator's hand across the floor-less stage.

On the other hand, this puppet has its own limitations. It cannot turn its head without turning its body too. Its hands are apt to hang rather unnaturally. It has no feet. These things, however, if noticed at all, are readily accepted as conventionalities of the puppet stage. Once accepted as such, these characteristics give the puppet a charming naivete.

### How to Make a Hand Puppet

A puppet head may be made in a number of ways and with many different materials—cloth, wood, wood-pulp, papier-mache, rubber, bakelite, or any plastic material. Perhaps the easiest to make would be a simple rag doll head of the stuffed sock variety.

The professional's puppet heads are carefully modeled in clay, cast in plaster-of-paris, and made by pressing plastic material (usually wood-pulp) into the plaster mold. This rather complicated process is described in several of the references given below, notably in McPharlin's 'Puppet Heads.'

The easiest method I know of for making a well-finished head is to cut it from balsa wood. This is an exceedingly soft South American Wood, almost as easy to cut as a piece of cheese or a potato. It is fairly easy to obtain because of its popular use for model airplanes. (Strable

Hardwood Company and White Brothers are two Oakland firms which handle it.)

With a  $2\frac{1}{2}$  by  $2\frac{1}{2}$ -inch piece of wood, about 4 inches long, mark off space for the head, neck and shoulders. The shoulders are best attached to the head of the hand puppet, as this gives a foundation for the cloth body to hang on. Make a mark dividing the head space in the center. This will be the position of the eyes. The mouth should be located in the center of the space below.

The knife used for cutting should be small and sharp. A gouge may be useful, though it is not indispensable. After the square corners have been rounded off, the beginner must proceed cautiously, as wood-cutting is a subtractive process, and mistakes are difficult to remedy.

The areas about the ears and the nose should be carefully reduced so that these members will be brought out from the plane of the face. The hair, the eyebrows, the cheeks, the lips, and point of the chin are the next most prominent features. The rest of the face should be further reduced so as to permit these features to take shape.

Since a soft wood lacks the integrity of grain of a hard wood, delicate modeling of the eyes, nose, and lips is not possible. This detail can be supplied with paint. The small ridges and irregularities left by the knife need not be sanded away. They will give the face an illusion of texture when it is placed under stage lighting.

When the cutting is finished, bore a hole up through the neck and head long enough to admit the index finger as far as the second joint. The finger should fit snugly into the head, but should be free to bend at this joint.

The head may be painted with either show-card colors or oil paints. If oil paint is used, the head should first be shellacked. Another coat of shellac is applied after the paint has dried. Oil paint is more nearly permanent, but show-card color is easier to use, dries much quicker, and is cheaper than oil.

If balsa-wood is used, a base color will not be necessary, as the color of the wood, especially if shellacked, will be near enough flesh color. In painting the face, one shouldn't try to be too naturalistic. A bold, conventionalized treatment is more appropriate to the puppet stage than an attempt at realism.

For hair, yarn or silk floss, or regular theatrical hair may be glued on the head. A better plan is to provide the head with hair when cutting or modeling it. Hair modeled on the head



and painted never needs arranging, never comes off.

The other vital part of our puppet is its hands. If detailed modeling is desired, it will be necessary to use a harder wood here. White pine is a soft wood, and at the same time will not split away too easily under pressure of the gouge as it molds the fingers. Balsa-wood will serve however for a rough-cut, mitten-like hand, which is really all that is necessary.

When the hand has been cut out, make two cylinders of light cardboard, one rolled to fit the thumb, the other to fit the second finger of the right hand. Attach these to the wrists of the puppet's left and right hand respectively.

All that remains now is the empty dress which forms the body of the puppet. The foundation of the costume may be practically the same for all puppets.

Distinguishing characteristics of dress can easily be added to it. Sew together two pieces cut like a thick letter T. The dimensions given will of course vary, depending on the size of the hand to be accommodated.

With the finished dress slipped over the puppet's head, fit the hands, with their paper cylinders, into the sleeves and adjust them to fit the ends of the thumb and second finger. Now attach the sleeves securely to the puppet's wrists with small wire, rubber bands or tacks. The puppet is now complete.

### The Stage

The stage opening of the puppet booth is just above the operator's head. It should be about 4 feet wide and 21 inches high. An open doorway, screened off to a height of about 5½ feet will serve where drapes and framework materials are not available.

The only floor the stage has is a board about 4 inches wide running across the front, on which properties may be placed. Study lamps placed at the proper height will provide the beginner with fairly adequate stage-lighting until such time as he can install a more complete lighting system.

Scenery may be painted on large sheets of paper and thumb-tacked to a movable black-board set up about 2 feet to the rear of the stage opening. Care should be taken that the set be painted in proportion to the puppet actors.

### Manipulation

The puppeteer will learn to use restraint in moving his small figure, as any very sudden movement of the hand will give the appearance

of a violent movement of the puppet. The puppeteer speaking a line should learn to give his doll those characteristic movements of the head and hands that accompany human speech.

The director must see that no puppet moves while another is speaking. When a puppet is moved to the rear of the stage, it should be raised slightly, in line with the audience's upward line of vision. Otherwise the puppet will appear to be sinking below the horizon or into the floor.

Space does not permit me to dwell further on the many details of stage design, lighting equipment, set and property construction, and manipulation; but perhaps it is best to leave something as a challenge to the puppeteer's ingenuity.

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(Please turn to Page 62)

# The Supervisor's Function in Relation to the Elementary School Principal

RUBY MINOR, *Director of Kindergartens and Elementary Education, Berkeley*

## 1. Visitation and Observation

THE principal, knowing his school from intimate daily contact with children, teachers, parents, and other members of the community, should understand far better than the supervisor the particular problems affecting the administration of his school.

It is assumed that an efficient principal will have established any existing policy in the light of local conditions, but also in co-operation with progressive and dynamic policies established for the system as a whole.

The supervisor as a direct representative from the administrative office may visit a school to study; first, the classroom teaching with regard to the selection and grade placement of subject matter, the methods of procedure, use of equipment and supplies, and the extent to which a realization of desired outcomes is achieved.

The supervisor, second, may study building-organization as it affects classroom achievement and the spirit of the school. It is obvious that frequent interruptions in the classroom, conflicts in the use of the auditorium, library, or the playground apparatus, poorly-adjusted classroom programs, or unbalanced time allotments, may be contributory to lack of teaching success.

The supervisor after adequate observation should be able to bring a new view to the principal of the school, in so far as possible sharing with him the wider view attained by city-wide contacts.

## 2. Interpretation

It should be the function of the supervisor to interpret the philosophy of education in terms of its realization through classroom instruction in the particular school. This philosophy may at one time be particularly concerned with changing conceptions in education as they affect course of study, methods of procedure, or equipment and supplies.

At another time it may be concerned with the particular psychology of individual differences with relation to child nature and its needs.

## 3. Adaptation

In all observation and interpretation the supervisor should seek to adapt his thinking to the local conditions of the particular school. While general principles remain the same, the applica-

tion to educational procedures should take into account varying community conditions.

"All of the children of all of the people" should have equal advantages, but there is need of wise consideration of many factors before determination of procedures.

While the ultimate goal should be the same, the difficulties of reaching the goal should be taken into account with relation to community variations, such as foreign language handicap, proportion of colored population, and economic status.

School problems are by no means always confined to the community where poverty exists and where the mother works outside the home. The home where the child is subject to the care of a maid, or where motion-picture attendance has no restraints, may be equally problematic with regard to school success.

In adapting his thinking to the individual needs, the supervisor should also remember any special interests of the school, such as the Sunshine School, the Open Air School, and also the special classes organized for crippled children, for children with defective vision and hearing, and for the mentally-handicapped or the specially-gifted children.

In all such particular situations with their attendant problems the principal should expect sympathetic understanding from the supervisor.

## 4. Consultation

Interspersed with adequate visitation, intelligent observation, thoughtful interpretation, and sympathetic adaptation, the supervisor should be ready for consultation, which implies a mutual counsel.

Just as physicians may confer with regard to extension of health principles, the maintenance of health standards, and disease prevention, as well as to diagnose and suggest remedies, so may the principal and supervisor hold consultations with a fourfold purpose: the maintenance of good standards of educational procedure, the detection of incorrect practices, planning a program of remedial measures, and an expansion of thinking to include the most recent findings in scientific investigation related to education.

1. **Commendation.** Such a conference may include commendation of achievements and desirable procedures noted during a recent visit

of the supervisor. Commendation need not be limited to the supervisor. The principal may do much to fortify and encourage a conscientious supervisor by commending help given along particular lines.

**2. Capitalization.** A second phase of the consultation period may include plans for the capitalization of excellent teaching contributions made by members of the staff. Such recognition may be among the teachers of the particular school or may be extended to include the entire staff.

**3. Consolation.** Not all of the relationships of the principal are pleasant. He frequently is confronted by the problem of weak teachers, an unresponsive or indifferent community, or an old plant lamentably inadequate to meet the needs of a progressive program.

To an energetic principal these difficulties are challenges to his educational leadership, but often a little consolation by an understanding supervisor will serve to keep the spark of courage glowing until the particular difficulties may be overcome.

**4. Recommendation.** Perhaps the most important phase of the consultation between principal and supervisor deals with the recommendation of specific means to secure improvement. Here, again, the procedure is mutual. Not only should the supervisor offer positive, constructive plans; he should also receive valuable suggestions that will enable him to establish a more desirable rapport with the teachers of the particular school.

### **5. Demonstration**

In various scientific studies of supervision the demonstration of teaching has been voted by teachers to be a favorite among supervisory aids. There should exist between principal and supervisor a relationship that makes possible the planning of demonstration periods to which teachers of the school, of a grade, of a district, or of the entire staff may be invited.

The supervisor may teach during the demonstration or may ask a capable teacher to make this contribution. In either case the principal should be consulted and his hearty co-operation secured in planning all details. Such a demonstration should be attended by the principal, and he should participate in or lead the discussion. The purpose of the demonstration and discussion may be to exemplify approved methods, or desirable techniques, or to show comparisons between recognized methods or techniques.

A principal should feel free to suggest or request such a demonstration, but it should be

recognized that a supervisor's time in any one school is limited and in his own program of work he may not be able to teach frequently without omitting important duties which he considers a part of his service to the system as a whole.

### **6. Experimentation**

While there may be a department of research that is responsible for major experimentation, the principal usually finds that consultation with the supervisor is necessary in order that unification of purposes may be achieved.

The principal may look to the research department for providing necessary tests, but it is often to the supervisor that he looks for guidance in determining plans in selecting materials, in administering remedial measures, and in evaluating the results in terms of classroom procedures.

### **7. Presentation**

For the presentation of supervisory policies three major opportunities are afforded: the conference which has already been mentioned, the group meeting, and the supervisory bulletin.

The size of the group meeting varies with the size of the system and with the purpose of the meeting. There are times when it is desirable for the supervisor to meet all elementary principals as a group for the purpose of introducing and interpreting a new course of study, for the presentation of his philosophy with regard to method, for the explanation of new materials, for reporting a recent supervisory survey, or for reporting a completed experiment.

At other times it is more desirable to call small groups of principals or special committees for the consideration of particular needs.

It is often possible for the supervisor to present such discussions at the regular principals' meeting with the superintendent presiding. This plan is desirable from the standpoint of economy of time, and also serves to unify the thinking of the entire administrative and supervisory staff. The disadvantage of the plan is evident when the great number of supervisory problems is considered, as the limited time is not sufficient for adequate discussion. The ever-increasing duties of both supervisors and principals makes it imperative, however, that the number of meetings be reduced to the minimum that will serve to meet the needs.

The supervisory bulletin is a direct message from the supervisor to the principal and teacher. It should be carefully organized that it may be clear and concise. It may be specific directions with regard to some phase of the work, a statistical report, a summary of a survey, a recom-

mentation with regard to equipment or supplies, an important announcement, or any other necessary message which can be conveyed satisfactorily in bulletin form.

There probably needs to be improvement in this phase of the relationship between supervisor and principal. The supervisor should recognize that other members of the staff are sending bulletins and the teacher's time should be safeguarded by keeping the number to the minimum. The principal should respect the desire of the supervisor to reach each teacher through the mimeographed message and should seek to establish an attitude of professional enthusiasm for this necessary encroachment upon the time and attention of the staff.

The principal who gives attention to all bulletins at his regular staff meeting and encourages uniform and convenient methods of filing such bulletins usually finds that his school profits most from supervisory guidance.

A bulletin posted on the bulletin board or distributed to the individual teacher's box loses the added importance conveyed by special attention given by the principal. Leadership in this respect takes but little time and offers rich returns. The principal who knows the contents of each bulletin and supplements it with the necessary discussion to meet the needs of his particular staff recognizes the values of supervision and his responsibility in utilizing this service.

### 8. Inspiration

A recognition of all the items herein mentioned may not result in inspirational leadership. There yet remains the personal relationship which influences the contacts between principal and supervisor. Time will not permit even a brief analysis of this important element. Unwavering integrity and a sincere regard for the individuality and personality of the other are requisites if principal and supervisor would maintain a professional relationship that commands mutual respect. Such a relationship may best be described by the one word, **Co-operation**.

\* \* \*

## ATOLA

Vincent P. Maher, chairman of the Affiliated Teachers Organizations of Los Angeles for 1933-34, has been director of student body finances in Los Angeles City schools for the past eight years.

Vice-Chairman of A. T. O. L. A. is Gertrude Mallory; secretary, Helen M. Lord; treasurer, Moses W. Chandler; financial secretary, John D. Vance; and auditor, W. C. Conrad.

## How to Use Crayonex

MYRTLE A. COEN, *Willows*

**S**INCE crayonex is a color medium that can be steamed or pressed into cloth fabrics, we have found it useful, not only in art, but in map-making to be used either in history or geography.

Light colors of cloth or art linens are very satisfactory for designing patterns on articles which will not require hard washing. These may be used for inexpensive but very beautiful Christmas presents.

For map-making, even a quite thin grade of unbleached muslin may be used. Either physical or political subjects may be chosen and colored as desired.

We found a political map of the United States to be usable in many ways. The children used political maps for guides, and colored each state much like the maps they used for models. They placed dots for capitals and largest cities.

They used red dots for cities where battles had been fought. One girl once used one of these maps in giving a half-hour's discourse on the subject of slavery, pointing out the important events, and giving geographic reasons why certain places were favorable for those particular events.

A boy prepared a map for his discourse, showing the geographic reasons for rainfall, drouths, and temperature, and discussed these effects on plant and animal life.

To make these maps, we cut the yard wide muslin into two by three foot strips, and hemmed the raw edges. We used blackboard stencils for the outlines, running an eraser saturated with colored chalk over the stencil. We next traced the lines lightly with the crayonex or pencil to prevent smearing or obliterating. We had previously stretched the muslin on beaver-board, securing it with thumb tacks. We then used our geographies to obtain a more exact outline, letting the children correct it free hand. The texts were also used to get the idea of the coloring required.

Instead of pressing, we often secured one side to a yard stick, or a broom handle and steamed the colors in over a tea kettle. The heat set them perfectly, and the work could be done quickly, as the part set could be wound around the rod, and the rest exposed to the steam.

We found the use of crayonex in map-making a valuable aid to much of our school work.



# The Case for Adult Education

ELMER H. STAFFELBACH, PH. D.

*Director of Research, California Teachers Association*

## Introduction

**E**ACH year more than 300,000 adults seek to improve themselves educationally by attending special day and evening classes in the public schools of California. To provide the classes necessary to this purpose costs the people of the state more than two million dollars annually. These costs constitute the sole basis of argument against adult education as a part of California's program of public education.

The other side of the picture cannot be shown so briefly. The arguments for adult education must be stated in terms of social needs, in terms of adult education activities designed to answer such social needs, and, finally, in terms of social results.

It is the frank purpose of this bulletin to present to the citizens of California the case for public-supported adult education in this state.

## Acknowledgment

**M**ANY people have assisted in the making of this bulletin. At the very outset, the writer was aware of his own inability to do justice to the subject, unless generously aided by others more intimately in touch with adult education in this state. His appeals for assistance met with immediate response.

While space does not permit of the mention of all who in one way or another helped in the making of the bulletin, the writer cannot refrain from mentioning the invaluable assistance received from L. B. Travers, Chief of the State Division for Adult Education, and David L. MacKaye, President of California Evening High School Principals Association, and Principal of the San Jose Evening High School.

Both Mr. Travers and Mr. MacKaye provided sources from which much of the information contained in this bulletin was drawn, and made suggestions concerning its general organization. In addition, both made important contributions to the actual writing, as well as in the final preparation of the manuscript.

## Part I

### Social Philosophy of Adult Education

#### Adult Education is Not a New Movement

**A**DULT education is by no means a new item in human experience. The idea that adults need to be educated to meet the responsibilities which new or changed conditions thrust upon them is thousands of years old.

Historically the occasion for a great campaign of adult education has usually been some national or social crisis. This was true of the Hebrews in Babylonian captivity. It was true in Italy at the time of the renaissance, and it was true in northern Europe in the period of the protestant revolt. In the case of the Jews their very existence as a people was threatened. In other cases cherished national institutions—language, religion, government, national traditions and ideals—have been in jeopardy.

The pages of human history tell of many nations which have faced crises of one kind or another. Some of those nations, for example the ancient Britons, went down into perpetual oblivion, their national institutions lost forever. Whole civilizations have been swept away, as in the case of the Greek-Roman culture during the "dark ages."

Other nations have successfully withstood the shock and threat of changed conditions. In every case where this has been true a program of adult education was an important means of national salvation.



### Adult Education Has Played a Part in the Modernizing of Backward Nations

**I**N the thirteenth century, the nations of western Europe began to grow toward modernism. Thus England, France, Spain, Germany, and the smaller countries of western Europe took an early lead in social, political, and industrial development.

The nations of the Near East and the Far East lagged behind. Within recent decades many of these backward nations have been attempting to modernize themselves. For this purpose they have resorted to adult education.

As late as 1850 Japan was a "hermit kingdom" that refused to trade or communicate with the other nations of the world. The people were backward and unprogressive, and life went on there much the same as it had for hundreds of years before. But shortly after 1850 Japan was opened to trade with other countries. The Japanese government soon recognized that its people were far behind the more modern peoples.

A great national program of education, including the education of adults, was organized. As a result, within the short space of a human lifetime, Japan has taken her place among the greatest of modern nations.

Today, China, after a long sleep of centuries, is attempting to become a modern nation. Her national institutions are being revolutionized, and her language modified. She is wagering her very existence as a nation that she can become modern. In this attempt the Chinese are resorting strenuously to a program of adult education, trying to stimulate with modern thought the static minds of their enormous populace.

For centuries Russia lagged behind other European nations. Her government remained autocratic, her people ignorant. But since the revolution of 1917, Russia has bent every energy to educate her masses to the new social and economic order established there.

Probably no such gigantic educational undertaking has ever been tried in the entire history of the world. Childhood, maturity, and old age are going to school in Russia, for the leaders there recognize that though force can bring about a revolution, force cannot make permanent the changes it has brought about. Only education can do that.

It is significant that after the communist revolution of 1918, the other civilized nations of the world waited expectantly for the debacle of failure which they confidently expected to take place in Russia. It was not believed that a nation of people steeped in ignorance could long endure. Whatever measure of success the Russian people have achieved has been due to a broad but intensive program of education among their adult population.

Turkey, under the leadership of new thinkers since the world war, has made drastic changes in her social order in a strenuous attempt to become a modern nation. The harem has been abolished, and other radical changes have been brought about in their religious and social practices. Politically the ballot has been established. Dress has been modernized, and even the language has been modified. In this modernizing program the new leaders of Turkey have depended upon education, with the major emphasis upon the education of adults.

### Adult Education Has Been Used by Modern Nations to Meet Critical Situations

**F**ROM times immemorial nations have resorted to adult education as an expedient in a critical period. This is still true of the most modern nations in the world today. When the world war broke out in 1914, the belligerent nations faced the problem of mobilizing, not only their armies, but their entire populations for war. Through adult education—propaganda—call it what you will—these great nations girded themselves for the mighty conflict known as the World War.

At the close of the war the participating nations faced the new problem of educating again for peace, and rebuilding the mental and physical health of their people which had seriously deteriorated under the conditions of the war. In this purely physical program, Germany has been more successful than most of the other nations, though at the close of the war the vitality of her people was probably at a lower ebb than that of either the English or the French.

For Germany took more seriously than either France or England the task of rehabilitating her people. She resorted to a nation-wide program of adult education.

carried on chiefly in the form of recreational activities. Recreational centers, playgrounds, gymnasias, swimming pools were everywhere conducted under trained leaders, largely at public expense.

These activities are still being carried on all over Germany, and the results are plainly to be seen in the rehabilitated health and morale of the German people. Unfortunately, however, the German program of adult education remained almost entirely on a physical basis. One of the results of this narrow program is to be seen in the widespread cultural distortion in Germany at the present time.

### Adult Education Has Been Utilized in the United States to Meet Critical Needs

**A**DULT education has been a rather common expedient in meeting critical situations and needs in our own country. Good examples of this kind are to be found in the case of the Negro and the immigrant. However, the outstanding example of widespread educational activities among adults in the United States occurred in connection with our participation in the World War.

#### Adult Education Among the Negroes

**A**T the close of the Civil War several million Negroes were made free and given citizenship. It was widely recognized that these newly-made citizens were almost wholly unprepared for their new responsibilities. The public became aroused, particularly in the North, to the need for education, not only of the young of the colored race, but among the adults as well.

The colored race, newly out of the bondage of slavery, and still in the bondage of ignorance, were looked upon as a menace to American social and political institutions unless the enlightenment of education could be brought to them. Largely through philanthropic and charitable efforts a program of adult Negro education was started which is being continued even now.

#### Adult Education Among Immigrants

**M**ORE recently the threat to American institutions involved in the immigration of millions of foreigners has been recognized. As in the case of the adult Negroes, most of whom in childhood had been denied the opportunity for education, the adult foreigners who came to our shores were unprepared to enter into the responsibilities of citizenship because of their lack of knowledge of American ideals and institutions.

In recognition of this fact adult classes for aliens were organized in many states to carry on the work of preparing these immigrants for citizenship. This "Americanization work" has been carried on largely at public expense. It is generally considered a social necessity in order to remove a very real threat to our American institutions.

#### Adult Education During the Great War

**L**IKE other nations, the United States has always made use of adult education in the prosecution of its wars. This was particularly true in the case of the World War. In 1917 when we mobilized for war with the Central Powers, the great masses of the American people, no matter how well they were prepared for peace-time pursuits, knew little about how to carry on modern warfare.

Millions of men were inducted into army camps, and there taught the things necessary to carry on successful war. Many of them were given tasks which were similar to those they had had to do in civilian life. But the great majority had to learn how to perform new duties.

Nor were the men in the army camps the only ones affected in this way. The Federal Government undertook to re-educate in many ways the entire adult population. First of all the great masses of the people were taught the **will to win** the war. Education in the conservation of food and supplies, and in greater productivity, was only second in importance to the will to win.

At tremendous public expense, the nation was mobilized for war through adult education. The nation was in a critical period, and such a national program of adult education was justified on the ground of its social necessity.

After the war this nation, like other nations that were engaged in the conflict, was confronted with the problem of rehabilitating its soldiers again in civilian life. Because of the short duration of our part in the war this was by no means the serious problem that it was in Germany, France, and England. Nevertheless the Federal Government spent hundreds of millions of dollars educating returned soldiers in order to fit them for re-entrance into civilian pursuits.

### Adult Education for Social Improvement

**T**HOUGH used chiefly to meet social crises, a few modern nations are now utilizing adult education as a means of furthering the welfare, and elevating the living standards of their people.

It is generally considered that this modern movement was founded by Bishop N. F. S. Grundtvig, 1783-1872, of Denmark. Grundtvig, however, owed some of his inspiration to the English Workers' Education Movement which reached its first peak around 1840. We may charge to the Grundtvig movement the education of the Danish people which has made of them a wholly co-operative, economic nation.

The system has spread throughout Scandinavia and Finland, and the majority of all adults have been enrolled in adult education. There are over 200 Folk high schools for adults in Denmark, Norway, and Sweden.

Contrary to the practice in Germany where the post-war activities have been largely or entirely physical in character, the adult education program in Scandinavian lands represents a well-rounded cultural movement in which the entire body of citizens take part. This cultural movement includes intellectual and spiritual as well as physical development.

The entire adult citizen body is, through the adult education program, participating in the enjoyments of a cultural life which, a few decades ago, were available to only a small groups of intellectuals. Music, art, literature, philosophy, science, as well as wholesome recreational pursuits, make up the program for adults.

That results are being obtained is made evident by the League of Nations Survey of 1930-1931, which showed the Swedes to be the only European people with standards of living equal to our own.

### Adult Education Was Not a Part of Our Original Theory of Public Education

**I**N this country until very recently adult education has been left very largely to private enterprise.

The American public school grew up under the theory that free education furnished by the public was only for the childhood and youth of the land.

This theory was based upon the assumption that while social necessity requires the young of each generation to be prepared to assume the duties and responsibilities of adult citizenship, mature individuals either should not require further education or they should themselves pay for such further education as they may require.

Thus this theory held that society itself would benefit by the education of the young, but that in the case of an adult the benefits of further education would be largely or entirely to the individual rather than to society.

In certain respects this theory has not been strictly adhered to, as in the case of the immigrant, but in general the adult has been expected to pay for his own education. This is the theory underlying the present law which permits districts to charge fees for attendance at adult classes in our public schools.

### Adult Education at Public Expense is Justified Under Our American Social Theory

**L**ARGELY since the World War the American people, particularly in certain states such as California, are beginning to take a new view with regard to the education of adults.

The old theory that if an adult citizen wishes to improve his education he should pay the costs is being given up as socially short-sighted. The broader view is being taken that whatever brings legitimate benefits to the individual will result in benefits to society.

It is being recognized, too, that many citizens are inadequately prepared to meet the demands laid upon them by present-day conditions. In many cases this fact is due to the lack of opportunities for adequate training in earlier life. In many other cases it is due to the fact that our rapidly changing modern life has rendered their earlier education inadequate. Both of these factors operate in the cases of millions of adult American citizens today.

The strength of a nation is in its citizens, and its safety rests upon the abilities of its citizens first of all to understand the social ideals and, secondly, to carry out those ideals through a proper support and control of the social institutions. Thus adult education has come to be looked upon by many people as a social necessity in the United States.

### A Program of Adult Education is Now Necessary to Insure the Safety of Society

**A** PROGRESSIVE society is a changing society, and a rapidly changing social order like a rapidly moving automobile is always in danger of destruction. It requires careful steering to keep it in the way of safety.

Nation-wide adult education activities carried on in 1917 were considered necessary to meet the needs of a war-time crisis. Only recently have the American people begun to awaken to the fact that peace-time conditions may involve dangers as threatening as those of war.

The depression has revealed the presence of such dangers, but the depression does not in itself constitute the real emergency. On the contrary, the real emergency arises out of our problem of adapting our social and political institutions to our constantly changing conditions, without sacrificing the basic principles of our democracy in the process.

The general educational program now being carried out by our public schools is designed in part at least to prepare our boys and girls for life in an improved, and more co-operative society. Unfortunately, this trend toward social-mindedness in education is relatively recent in origin. The public schools of the past have been at work educating children and youth for a social order which is today apparently outmoded. And even today the new trend in education has not by any means attained its full force.

The control of our social affairs today is in the hands of adults. Most of our leaders are over forty years of age. At least a quarter of a century will pass away before the new trend in the education of our children and youth can make itself felt in the control of our social affairs.

The present critical situation which we face has impressed thinking citizens everywhere with the conviction that events will not wait upon the arrival of a new and better prepared generation of citizens from our schools of today. At the same time, it is evident that the adult generation of today—upon whom the solution of our present social problems and difficulties depend—are not adequately prepared to deal with the social situation which confronts them. The only apparent way of meeting the existing situation is through a wide-spread program of adult education.

### Modern Society Must Become Co-operative

**F**ROM times immemorial the greatest problem of human kind has been to get enough food, shelter, and protection to keep body and soul together. Today, owing largely to scientific invention and discovery, we find this problem solved. We have solved the problems of production, but we have not yet discovered how to use for the best purposes the amazing abundance we produce.

We have invented machines to carry our messages, to transport our goods, to prepare our food, and to make our clothing, but we shall never be able to invent a machine which will solve the problems which arise out of the relationships of human beings with other human beings.

Today millions of American citizens are in want in the very midst of abundance. We have been so intent upon the problem of **making a living** that we have devoted little time to actual **living**. The opportunity is at hand, however, for the people of the world, and particularly for the people of this country, to establish and maintain a civilization wherein

every individual shall have those things essential to life-fulfillment and happiness: economic security, health and safety, and a large measure of freedom in seeking cultural and recreational pursuits.

To achieve such a civilization will require social-mindedness on the part of individual citizens. It will require that society become much more of a co-operative enterprise than it now is, if a truly great and lasting American civilization is to be established.

This problem of living together and working together for mutual good and mutual happiness can be solved only through education.

### There is Need for a Planned Social Program

**I**N addition to the problem of educating ourselves to use safely the knowledge and inventions which we have, we need to **plan** for the future. In our individual affairs we attempt to watch the trend of immediate events, and to provide for the future. In other words we try to direct our individual, private affairs by some kind of plan. But as a society we have adopted the apparent policy of waiting for things to happen. There is no logic, and there can be no assurance of safety, in this course. Our great need just at present is a planned social program.

### Adult Education is Necessary to Such a Planned Social Program

**A**NY planned social program will, of course, have to place its primary dependence upon the education of his childhood and youth. Nevertheless, the education of adults will always be a necessary part of such a program. Education of childhood and youth, which ante-dates the time of contact with social control by a quarter of a century, cannot be sufficient to meet the requirements of a changing society.

The future cannot be entirely foreseen. Unexpected problems and difficulties are bound to arise. The only social insurance against such unexpected conditions is a well trained body of citizens, educated in mind and purpose to meet emergencies, and a program of adult education designed as a continuous aid to the citizen body in the working out of current social problems.

## Part II

### Adult Education in California

*Note: The following questions are often asked about adult education in California. The answers, with the accompanying explanations and discussion, are offered here in the hope that they will aid interested citizens to a better understanding and appreciation of our California program of adult education.*

#### 1. Can adults learn as readily as children?

Thorndike, the great psychologist, has answered this question after years of experimentation. His findings show that adults, up to forty or fifty years of age, learn even more readily than children. His findings, therefore, have exploded the belief which was once current that it is virtually impossible for mature people to learn new ways. He makes it clear that it is not only possible but easy for "old dogs to learn new tricks," provided the "old dogs" are willing to learn.

This fact is significantly important in its bearing upon adult education, from the standpoint of both the individual and society. It shows that the individual adult is not a slave to his own past, but that he can, if necessary, reshape his entire life-program under proper educational conditions. It reveals the further fact that a human society can, without waiting for a new generation, greatly modify its ideals, motives, customs, and even its institutions, and thus redirect its whole social program to new purposes, through the education or re-education of its adult members.

#### 2. Is adult education now organized on a national scale?

No. At present adult education is supported and controlled largely within each state. The Federal Office of Education lends advice and encouragement to the movement in the states, as does also the National Educational Association. The American Association for



Adult Education, aided by Carnegie Corporation funds, was organized in 1926 to promote adult education throughout the Union. The actual support and control of adult education, however, is a matter for individual states to work out. Thus provisions for adult education vary greatly from state to state.

**3. How does California rank among other states with respect to provisions for adult education?**

In present legal and financial provisions for adult education, California stands among the first states in the Union. In a great many states adult education still means little more than "immigrant education." In other states, particularly in the South, adult education activities are largely directed to the elimination of illiteracy. The percentage of illiteracy in our national population has been greatly reduced through this kind of work.

In many states adult education is in the hands of "councils for adult education," composed of various public, private, philanthropic, and religious agencies. In California, as in a few other states, adult education is on a publicly supported and publicly controlled basis.

This type of adult education program has certain definite advantages. It is better supported; it is more efficient because it is centrally controlled and tends to prevent waste due to overlapping and repetition of work; and it is more effective because its activities, integrated into a planned program, can be brought to bear more directly upon social needs.

**4. How is adult education provided for under California law?**

State and county apportionments are paid to school districts for each unit of average daily attendance on the same basis as for regular high school attendance—that is, about ninety dollars per pupil in average daily attendance. A "pupil in average daily attendance" in the day high school is a pupil who has attended a full year without absence.

In adult education, attendance at a class for four hours is held by law to constitute a unit of average daily attendance. Thus in a class in a district where the high school is in session 170 days, an adult would have to attend classes a total of 680 hours in order to earn ninety dollars of state and county money for his district.

An adult attending one night per week for two hours would have to attend regularly for approximately ten years to earn this ninety dollars. In other words, an adult's attendance for two hours each week throughout the year costs the state and county about nine dollars for the entire year.

Beginning with the year 1933-34, no county apportionment will be made. The state apportionment will be increased to equal approximately what has heretofore been apportioned by both state and county. This change was voted into the California Constitution by the people in a special election, June, 1933.

In addition to the average daily attendance, the state provides an administrative apportionment not exceeding \$2700 to each school district maintaining adult education classes. If the adult education department also maintains an organized evening high school, it receives the same apportionment per class as does the regular high school; that is, \$800 from the state for each year of a four-year program.

Local school district taxes are levied where necessary to supplement state and county apportionments for adult education. The size of the local tax rate for this purpose varies. In most districts it is not required. In no district in the state does the expenditure by the district come to more than two per cent of the local school district budget.

The local district may charge fees up to six dollars per student per term. A great many local districts charge no fees at all, although fees as high as five dollars are charged in a few districts. It has been found that the charging of fees tends to eliminate from adult education classes a great many deserving students who cannot afford to pay the fees. Unfortunately it is, generally speaking, the individuals who need adult education most who may be eliminated.

**5. Why is there not a uniform adult program?**

There is a great difference in the types of adult programs in California schools. Some are very fine and some are backward. The reason for this is twofold. First, adult education's techniques and purposes are so many that a large part of the school officials are not acquainted with them and such adult programs as they adopt are likely to be incomplete and imperfect. Second, the development of an inspiring adult program is largely

dependent upon the vision of the people of the respective districts. The program cannot be on a higher level than the vision of the school patrons. The fact that leadership in adult education is individual from one district to another is characteristic of adult education. Many districts have no program at all.

#### 6. What is the total annual cost of adult education in California?

It is impossible to determine exactly the annual costs of adult education in this state. State and county figures can be computed, but the amounts spent by local districts for adult education are included among the costs of the high school districts, and in most cases are not segregated. However, carefully made estimates indicate that the total costs of adult education in California amount to between two and three million dollars annually.

#### 7. How are these costs distributed?

During the school year 1932-1933 contributions to the support of public adult education in California were as follows:

From the State (for special day and evening classes).....	\$1,113,266.59
From the County .....	848,036.00
Federal and State apportionment (for part-time and evening classes).....	145,860.64

Total from these sources.....\$2,107,163.23

The amount raised by district taxation and by means of student fees cannot be determined. It is probable that the amounts raised from such sources would increase the above total for the year 1932-1933 by more than \$100,000.

#### 8. Who administers and controls adult education in California?

The actual organization and administration of adult education in this state rests with the boards of trustees and principals of high school districts. Where separate high school status is desired for the adult branch of the high school, a separate principal must be appointed.

Under the California State Department of Education there is organized a Division of Adult and Continuation Education. The present chief of this division is L. B. Travers, with offices at Room 311, California State Building, Los Angeles. Information concerning adult education in any of its aspects in this state can be had from this office.

The purpose of the State Division of Adult and Continuation Education is to encourage and stimulate the promotion of adult education activities in local districts, and to integrate such activities into a state program. This division is engaged in continuous studies of the needs of California's adult citizens. The information obtained through such studies is made available to adult education authorities, along with advice concerning how best to meet the needs which arise.

The California Association for Adult Education is a self-supporting agency whose membership is composed of a large number of the leaders in the field of adult education in this state. The acting director of this association is Mrs. Lucy Wilcox Adams, whose offices are at 308 California State Building, Los Angeles. The functions of this association are similar to those of the State Division of Adult and Continuation Education.

The California Congress of Parents and Teachers has been active in the furtherance of the state's program of adult education. This organization has in many communities taken leadership in the work in parental education. It co-operates with the State Division of Adult and Continuation Education, and a great majority of the discussion groups on problems of parental education originate in the local parent-teacher units.

#### 9. To what extent does adult education reach the California public?

During the school year 1931-1932 there were over 316,000 California adults enrolled in adult education classes. The total average daily attendance in special day and evening classes during the same year was 22,864.<sup>1</sup>

The above figures show that 316,000 men and women of this state were spending from one to five evenings per week in constructive educational pursuits in order to better the quality of their citizenship. The growth in importance of this work is revealed by the fact that six years earlier (1925-1926) only 49,000 adults were enrolled.

<sup>1</sup> Note: See the discussion under question 4 above for explanation of the wide difference between the adult enrollment and the average daily attendance of adults.

**10. Who teach adult education classes?**

Technically, adult education classes are taught by persons holding high school teaching credentials. However, the techniques of teaching are so different from ordinary high school classroom procedures that a special credential is provided by the State Department of Education on the recommendation of the director of adult education. This credential makes it possible to obtain other individuals of superior experience and training to teach in special fields. In this way many doctors, lawyers, engineers, bankers, accountants, department store managers, and technicians of all kinds are brought into adult education as instructors.

**11. What types of schools are included in the state's adult education activities?**

The types of schools offering adult education classes, together with their 1931-1932 enrollment, are as follows:

Special day and evening classes in elementary schools.....	9,787
Special day and evening classes in junior high schools.....	23,474
Special day and evening classes in high schools, including separate evening high schools .....	275,364
Special day and evening classes in junior colleges.....	7,978

Total enrollment for 1931-1932.....	316,603
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Continuation education classes (pupils between 16 and 18 years who have not completed a high school education).....	13,200
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Total enrollment for adult and continuation education classes (1931-32).....	329,803
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**12. Who has authority to establish adult education classes?**

The board of trustees of any elementary school district may establish special day and evening classes which shall be open to children over sixteen years of age, residing within the district, and to adults. Special day and evening classes in high school may be established by the board of trustees of the high school district.

Upon the application of 20 persons above the age of twenty-one years residing in a high school district who cannot speak or write the English language to a degree of proficiency equal to that required for completion of the sixth grade of the elementary schools of the state, the board of education in control of that high school district must establish special classes in English.

Upon the application of 25 persons desiring training for citizenship and residing within the high school district, the board of education in charge of the high school district must establish special classes in citizenship.

Such boards may establish such classes without such demands and with a smaller number of students. Application for such classes must be made in time to permit the board of trustees to arrange to meet expenses of such classes.

Boards of trustees of any school district may employ teachers to be known as "home teachers," not exceeding one such teacher for every 500 units of average daily attendance in the elementary schools of the district.

**13. What is the nature of the "home teacher's" work?**

It is the duty of the home teacher to work in the homes of pupils, instructing children and adults in matters relating to school attendance and preparation therefor; also in sanitation, in English language, in household duties, such as the purchase, preparation, and use of food, clothing, and in the fundamental principles of the American system of government and the rights and duties of citizens.

The home teacher's work is especially valuable in homes of the foreign-born, the adult members of which are often slow to take advantage of the opportunities offered in the special day and evening classes held at school.

**14. Into what fields does adult education enter?**

Adult education is classified by law as secondary (high school) education, but any courses may be offered which are "suitable to the needs and desires of adults."

Evening high schools offer regular courses for the high school diploma, which makes

it possible for adults to graduate from high school by attending in the evening school. Regular junior college courses may also be offered.

**15. What kinds of study and activities are carried on under adult education in California?**

There is no set curriculum in adult education. The subjects and activities carried on are offered in response to the needs and demands of the students themselves. However, the work offered falls into five fairly well-defined fields, namely: (1) immigrant education, (2) vocational education (commercial, industrial, agricultural, and home-making), (3) parental education, (4) education for health and avocational activity, and (5) social-civic education.

A general high school program is offered for those who need high school graduation to meet employment requirements and university entrance demands.

**16. What is included under immigrant education?**

Immigrant education has three main branches: (1) the teaching of the English language, the purpose of which is to help the alien to gain a working knowledge of our national language, and thus to aid him to adjust his life to American social environment;

(2) naturalization education, which includes instruction in American social and governmental institutions, in American history and traditions, and in our social and civic movements and problems of today, to aid the foreigner to become a naturalized citizen of our republic;

And (3) instruction for the alien wife in the standards of American domestic life.

**17. Is there definite need for immigrant education?**

Until little more than ten years ago foreigners poured into the United States in hordes. Regardless of their worth as individuals, when they arrive, these aliens are for the most part not adjusted to American ideals, American institutions, and American life.

The number of foreigners now coming to our shores has, under our strict immigration laws, greatly decreased. But between 1830 and 1930 more than thirty million aliens arrived in America. The influx of these peoples from other lands has greatly complicated the school's work of developing American citizens. The regular public school reaches only the second generation. The great majority of the aliens who have come in recent years have been adults, beyond the reach of the regular public school.

It is the purpose of the immigrant phase of our adult education program to acquaint this large body of adult foreigners as quickly as possible with American thought and ideals, and with American institutions, and thus to prepare them for American citizenship.

The citizenship division of adult education co-operates with the naturalization courts in preparing aliens to meet citizenship requirements. This work is in the nature of protection to American institutions, and it is of such vital importance at present that few American citizens who understand the need of it would be willing to see it discontinued.

Conditions of living in many of the homes of our foreign-born population are almost immeasurably below standards in American homes. These conditions involve, among other things, food, clothing, sanitation, and morals, and thus react directly upon the health and character not only of adult foreign-born, but of the children of such homes as well. It is only good social economy to spend public funds to educate the members of such homes to American standards of living.

During the past year 20,000 California people have been enrolled in classes designed for this purpose. In these classes the members of foreign-born communities gather together to take part in sewing, cooking, and health activities.

For the most part the foreign-born adult desires above almost everything else to become thoroughly American, and to have his children grow up to a full participation in American social life on a par with other American children. These classes afford almost the only opportunity for the foreigner to realize these purposes.

**18. What are some of the perceptible results of immigrant education?**

One of the most important results of immigrant education is the reduction in the number of unnaturalized foreigners residing in this country. In 1920, 55% of our foreign born population were not citizens of the United States. By 1930 this proportion

had been reduced to 46%. Citizenship gives the foreign-born a greater sense of security, and helps to build up in them an intelligent devotion to our governmental and other institutions.

Locally, good results are to be seen in greatly improved home relationships between foreign-born parents and their own children, with consequent reductions in juvenile delinquency. Better home conditions are also evident in matters pertaining to food, clothing, and sanitation.

The concealment from health authorities of cases of contagious diseases, which is not uncommon on the part of un-Americanized aliens, and which sometimes threatens the health of the entire community, is less frequent.

The foreign-born are less easily taken advantage of by unscrupulous Americans and by predatory members of their own countrymen. The attitude of the foreign-born toward the land of their adoption and its governmental and social institutions is more wholesome and more intelligently loyal; given a true understanding of American ideals and American institutions, they are willing and eager to co-operate with other citizens in the building of a better America for themselves and their children.

**19. What are the main purposes of adult vocational education?**

The main purpose of adult vocational education may be classified under three headings:

(1) To give vocational training where it is lacking. A common example of this occurs in the case of the graduate from the academic courses of our high schools who has not been able to go to college, and who finds himself unprepared to make a living.

(2) To make up deficiencies in vocational training while on the job. Apprenticeship training in the skilled trades very often does not afford the worker opportunity to learn his trade in all its phases thoroughly. Men "trained on the job" very often know less than half the skills of their trade, and almost nothing of the science and mathematics necessary to excellence in their work.

(3) To retain and rehabilitate. Rapid changes in industrial methods constantly displace workers whose "life-training" has been made out-of-date in but a few years after receiving it. Thousands of men and women over forty are returning to adult education classes to start new vocational training.

**20. What kind of vocational work are offered in adult education classes?**

Vocational training offered in adult education classes in California may be grouped as (1) trade and industry, and commerce, (2) agricultural, and (3) home-making.

**21. Is vocational education more valuable to the individual than to society?**

Vocational education is of value both to the individual and to society. But the reasons for offering this kind of training are principally social. Good vocational training means to the individual self-respect on a higher level because of a greater sense of security and a greater earning capacity. This in turn means greater stability and safety to the community. It means fewer people on the relief list, and superior community morale.

California with one of the leading adult education programs in the Union, has had relatively few community disturbances during the present depression. The state of New York has introduced the California system of adult education during the present depression in an attempt to maintain the morale of its working people.

**22. What courses and activities are offered in the trade and industry division of adult education?**

The adult courses in industrial and commercial pursuits offered in any given community depend largely upon what the needs of the student happen to be. Taking the state as a whole, a wide range of courses is given under adult education.

Among many others are the following: accounting and bookkeeping, advertising and salesmanship, aeronautics, auto-mechanics, clothing and tailoring, commercial machine operation, concrete work, mechanical and freehand drawing, electricity, law, metal work, penmanship, printing trades, radio and wireless, stenography and typewriting, telephone and telegraph, and wood-working.



**23. What courses and activities are offered in the agriculture division of adult education?**

Organized classes are being conducted in agricultural communities of the state for the benefit of those now engaged in agricultural and horticultural pursuits. This work is being correlated with the activities of the state and national departments of agriculture in behalf of the farming industries of the state.

The work offers specialized instruction bearing upon problems of farm management, production, crop control, farm mechanics, farm finance, marketing, and kindred topics, in order to aid the farms of the state in the solution of their many problems. As in the case of trade and industry, the specific courses offered in any community depend upon the special needs of the people of that community.

The need for these adult education activities is clearly shown by the demand in many rural communities for services of this kind. The farmers of the United States are among the groups of the nation that have been hardest hit by the conditions of the depression.

As a result the general standards of living in many rural sections of the state and nation have seriously declined. Many farmers are being driven from their farms by economic conditions, apparently hopeless of finding a solution to their situation.

Adult education applied in the field of agriculture represents the school's attempt to help the farmers—the most stable and, probably, the most typically American occupational group of the nation—to meet the pressing conditions of the present without wholesale deterioration.

**24. Why is home-making considered a necessary part of adult education?**

Home-making as a part of immigrant education has already been discussed. In a more general way, home-making is essential in establishing and maintaining a better home life among native-born American families.

The home is the most fundamental institution within our social order. It is the oldest and most nearly perfect institution that man has had the good fortune and the ingenuity to invent. Yet under the stress of modern social changes, the home is being adversely affected. Eventually, let us hope, a better home life will emerge out of the changes now under way. But if such is to be the result, matters must not be left to chance.

The situation must be met thoughtfully. Re-organization and changes must be planned, and worked out carefully through a program of education. The public school, especially in the high school, through home-making education is preparing boys and girls to found better homes in the future, but this does not serve fully to protect our home life of today.

The home-making curriculum of the adult education program in California is designed to protect the fundamental character of American home life in the midst of our rapidly changing social order, and to apply sound social and scientific principles to home relationship and home practices today. The basic requirements of a good home life are three: adequate economic adjustment, health, and happiness.

Many American homes break down because of sheer lack of economic ability. But a far greater number of our domestic failures result from a lack of knowledge, on the part of the members of the home, of how to adjust themselves to the economic support available. A wife who habitually over-spends the family income and a harassed husband with his nose continually at the economic grindstone do not promise much in the way of domestic felicity. The principles of good economics applied to the home are taught in this phase of adult education.

Aside from adequate economic adjustment, the home's real requirements are hygiene for the sake of health, and harmony for the sake of happiness. The health of a nation does not so much depend upon its hospitals as upon its homes.

Many factors are involved in maintaining the health of the home: adequate diet, proper clothing, good ventilation, right habits of sleep, correct care of children, to mention only a few. Thousands of California women feel their lack of knowledge along these lines, and they are applying in ever-increasing numbers to adult education classes for aid in solving their problems.

Good homes are founded upon happiness. This is not merely a sentimental statement. It is a fact which everybody acknowledges. Some one has pointed out that the modern

home is in danger of becoming a kind of "filling station" from which the members, parents and children alike, go forth to seek amusement, entertainment, and even dissipation.

Happiness in the home depends upon the harmony which arises out of the proper adjustment of the personalities within the homes. Such adjustments in turn depend upon a fine balance of mutuality of interest and enjoyment among the members of the home.

A safe and wholesome home life can be had only by making the home attractive enough to keep the membership of the home circle unbroken, not by compulsion but from choice. Attractive, though not necessarily expensive, home surroundings: comfortable furniture and artistic decorations, good literature, good music, attractive conversation (almost a lost art), wholesome amusements, neighborly fellowships with other families; these are prime requirements of good homes.

It needs to be remembered that the home is competing against wide offerings in the way of paid amusement outside the home, many of which are unwholesome and vicious. The home-making phase of adult education is designed to help men and women to build and maintain good homes where, in health and happiness, they can rear a healthier, happier, and more intelligent generation of American citizens.

### 23. Why is parent education considered a necessary part of adult education in California?

There is a wide-spread demand on the part of parents for both information and practices which will better enable them to care for and bring up their children in accordance with recognized standards of child welfare. Not only parents, but educators, employers of labor, physicians, criminologists, and psychiatrists are agreed that the emotional adjustment and organic development which are affected during the first two decades of the child's life through environmental influences of the school, the playground, and the home, are of primary importance in making wholesome citizens.

It can hardly be too often pointed out that the welfare and safety of society depends upon the character of its citizens. Society has established schools for the purpose of training citizens for complete membership in society. Even educators have been slow to see the impossibility of performing this task adequately without the co-operation of parents. The school has the child under its control and guidance five or six hours a day for perhaps ten months in the year. All the rest of the child's time is spent under the control and guidance of his parents.

A few decades ago, when almost every child had home duties or "chores" to occupy much of his time out of school, the need of parental co-operation with the school was not so pressing. Today, however, when "chores" for children are the exception rather than the rule, the problem of bringing up worthy citizens is seriously complicated.

The express purpose of parental education, as a co-operative effort of both the home and the school, is the creation of a generation of American citizens developed to the peak of social and moral efficiency through proper understanding and appreciation of childhood, and its scientific training and guidance.

This experiment as carried on in California has aimed specifically at giving parents knowledge and training in the proper nourishment and clothing of their children; information concerning child psychology and the forces underlying child behavior; a better understanding of the relationship which their own emotional adjustment bears to their success as parents; and the opportunity to understand and discuss such social efforts as public education, public health, and public recreation in relation, not only to their own children, but to the future of all children in the state.

The California Congress of Parents and Teachers has for years taken the lead in this work in parental education. The motive behind the movement is the development of better citizens under the many adverse conditions of modern social existence. From the viewpoint of the parent, a good citizen is a source of personal joy and satisfaction; from the standpoint of society a good citizen is a means of stability and safety. Parental education is a co-operative effort on the part of parents and society to build sound character in our youth.

### 24. What fields of study are included under social-civic education?

The social-civic phase of adult education includes instruction in citizenship, including current events, political and social history and movements, political science with special

reference to local government and taxation, economics, sociology, international relations, and kindred topics.

It is a form of interpretative service which has as its aim the adjustment of adult citizens, who have little time available for wide study and research, in knowledge which they as citizens should have. Democratic institutions are predicated upon the assumption that the members of society shall be able to think clearly and accurately about matters which concern themselves and their institutions.

The social-civic division of adult education is, therefore, a movement to enlarge the proportion of thinking citizens and to eliminate in so far as possible the tendency toward "blind following" in the political and social affairs of the state and nation.

#### **25. How is this type of education carried on?**

Social-civic education is sometimes carried on in formal classes with textbooks and instructors. In many cases, however, the work is done through open forums, panel forums, and discussion groups. The forums are conducted by one or more leaders, with questions being asked and comments made by the members of the class. The discussion class covers a systematic series of facts or situations. The materials used are supplied by the leader or leaders, and by experienced members of the study group. Free discussion is always permissible, and conclusions are reached by agreement.

#### **26. Why should adult education include avocational training?**

It is now recognized that the short work-week is a fact. The leisure hours available to workers have been more than doubled during the last fifty or sixty years. The probability is that they will be still further increased within the near future. The time required in "making a living" is being shortened; more time is thus made available for voluntary activities on the part of the individual citizen.

It is scientifically demonstratable that increased leisure time, unwisely used, may result in individual and social degeneration. Most of us who are now adults have been trained for life in a workaday world. We are sadly in need of help if we are to find legitimate and wholesome ways of occupying our time when we are not working.

The adult education program includes avocational training for this purpose. Intelligent outdoor recreation, self-directed activity in some form of art, self-directed reading, interests in pure and applied sciences, "hobbies" such as gardening and plant culture, various phase of nature-study, photography, and creative writing and dramatics; historical and other types of research; these are some of the ways in which adults are being prepared to use their leisure time constructively.

#### **27. What activities are included under physical recreation?**

The purpose of the physical recreation program is to bring as many adult citizens as possible into neighborhood play activities. The ideal would be to have the entire community at wholesome play.

To approximate this ideal many types of play activities are necessary. In many communities the school playgrounds, gymnasiums, and swimming pools are thrown open to play groups under the direction of the adult education authorities. In many cases these are lighted for evening use.

Trained leaders are provided to organize and supervise all play activities. Games of baseball, football, basketball, handball, soccer, and tennis are nightly occurrences. Less violent forms of recreation are horseshoes, skittles, deck tennis, dancing, various gymnasium classes in body-building drills and exercises, and many kinds of group games.

Classes in swimming and diving, and water games, for all from beginners to experts, are commonly found among the recreational activities offered under adult education.

#### **28. Why should adult education include training for recreational activities?**

The inability of many adults to play, even for the sake of their own benefit and enjoyment, is one of the tragic outcomes of their education for work only. Reading and other forms of sedentary intellectual amusements are not enough to meet the mental and bodily needs of most individual citizens. For a great majority, physical activities of a recreational nature are absolutely essential. The beneficial effects of such activities upon the bodily health are generally known and acknowledged. What is not so well known,

however, is the fact that individuals, adults as well as children, who engage systematically in suitable play activities of the physical kind are less inclined to morbid and anti-social tendencies. This kind of activity serves as an outlet for lurking urges which nature has put within human beings to help them meet the conditions of a much more primitive existence. The encouragement and direction by society of suitable recreational activities on the part of citizens generally is becoming more and more important to the welfare and safety of society.

### Conclusion

**I**N this time of financial stress the California public is interested in ways and means of reducing the amount of money spent on all kinds of public enterprises.

In response to the public's desire for economies the costs of public education have been greatly reduced. The reductions in school expenditures during the year 1931-1932 from the costs of the previous year amounted to more than ten million dollars.

Costs for the year 1932-1933 have been still further reduced to the extent of approximately twenty million dollars. Along with these reductions, the costs of adult education have greatly decreased.

In the name of economy, movements have recently been started in this state to curtail or abolish adult education as a public-supported activity. Though the common citizens of California did not start these movements, the final decision as to whether public adult education shall be abolished, or be encouraged and supported in its work for a better social and civic life, will, however, rest with the common people. This decision should not be made on the basis of propaganda or prejudice, but in the knowledge of all the facts involved.

Adult education represents a great co-operative effort on the part of the members of society to improve the general conditions of American social life in the present generation. It is a phase of a social planning movement, and its purpose is the achievement of increased mental and bodily vigor, greater social-mindedness, and improved moral character among the American citizen body without waiting for the arrival of the oncoming generation.

At the same time, adult education represents an attempt to stem the tide of destructive forces and movements which are at present threatening, not only our American institutions, but the very fabric of civilization itself.

The actual crisis which these destructive forces threaten to bring about has not yet fully arrived. Through social foresight and planning it may be avoided, entirely or in part. We cannot afford to wait until the crisis is upon us before we begin to act. Such a course would be both socially dangerous and economically wasteful.

People do not dig storm-cellar when the hurricane is upon them. The way to provide against earthquakes is to build on solid foundations, and to re-enforce with steel.

The strength and safety of society reside in the social virtues of its members. Events will not wait upon the arrival of a new and better prepared generation from our schools of today.

Yet the present generation of citizens is not equipped to meet the demands of the present; the present generation of citizens is not equipped to meet the crisis which the future threatens.

A thorough-going program of publicly supported adult education, of which the present program is only a beginning, offers what seems to be the best way to meet the situation.

### A Norwegian Farm

Mrs. Knut Hamsun tells the life, adventures, fun and pranks of four children, two boys and two girls, ranging in ages from 5 to 11. It is a story of primitive, sturdy living, told with humorous understanding. J. B. Lippincott Company, Publishers.

### Students Make Profit

Julian A. McPhee, chief of the state bureau of agricultural education, reports that high school agricultural students last year made a net profit of \$122,000 on Future Farmer projects valued at \$500,000. A total of 6262 students engaged in the work.—Sacramento Bee.



# Suggestions for Instrumental Music Teachers

DONALD W. ROWE, M. A., *Laton Union High School*

**E**VERY teacher realizes that the routine work of handling classes is a problem which needs much careful consideration. This work is, of course, a necessary element in handling any class but if not organized efficiently it results in a tremendous waste of class time.

The following suggestions are offered with the hope that they will help instrumental music teachers to save many valuable minutes.

The first problem to consider is the preparation which should be made for seating the orchestra or band. Many instrumental groups do not have a rehearsal room entirely their own and consequently chairs must be arranged especially for them before each rehearsal. The chairs and stands for each class should be placed in order by the janitor or by appointed students.

Each class should have several student officers to perform various duties. There should be a student secretary, a student librarian, and a student conductor. A marching band should also have a student drum major. These offices should be given to the most trustworthy students.

It should be the duty of the student secretary to take the attendance and to fill out the absence slips. Another student may help the secretary and act as assistant so that he may take over these duties when the secretary is absent. If attendance is taken care of in this manner the instructor is free to take care of various musical details which occur.

The music for the players should be kept in folders and these should be passed out at each rehearsal by the student librarian. This should be done just before the class convenes, if possible, or while the attendance is being taken, thus leaving the instructor free to attend to other duties and to check on the tuning of the instruments.

The office of student conductor should be offered as a special advantage to talented pupils. The student conductor should sometimes be allowed to lead the group when performing some of the easier selections and it should be his duty to start the class if the teacher is late or to act as conductor if the instructor must leave the room.

While the folders are being passed out and the attendance taken the class should tune up.

This should be done by sections instead of allowing the entire group to try to tune at the same time. Having the class tune by sections allows each student to hear his own instrument and yet does not take up as much time as individual tuning.

The greatest possible care should be taken in tuning up the group as the intonation is very important to the results which will be produced. However, as the rehearsal period is usually of a very limited length the tuning must be done as quickly as possible. The instructor should rapidly check on the tuning of the instruments and a few of the students who have trouble in tuning may be allowed to tune individually.

In orchestra, tune to the "a" of the piano—if a piano is used in the orchestra, otherwise tune to an "a" equals 440 (vibrations per second) tuning bar. In case no tuning bar is handy, tune to the "b" natural of the B flat clarinet (sounds "a" in "concert pitch"—which means "actual sound"). Have the second violins tune, then the first violins, followed successively by the violas, cellos, string basses, the woodwinds by groups, the brass by groups, and finally the tympani.

The reason the second violins should tune first is because they usually need the most personal attention and the instructor can then help certain individuals while the other instruments are tuning. While the string players are tuning their instruments the other students should warm their instruments quietly. It is necessary for the woodwind and brass instruments to be warm before tuning because these instruments go sharp when warm and if tuned while cold they would soon be out of tune when they warmed up, consequently this fact must be taken into consideration beforehand.

## How to Tune a Band

Bands should tune to a "b" flat tuning bar, to the "b" flat of a piano that is well in tune, or to the "c" of the B flat solo clarinet (sounds "b" flat "concert pitch"). The band should likewise tune by sections.

The rehearsal should always end a few minutes early so that the students will have time to put their instruments away before the bell rings, and to turn in their parts or sign up for them if they are going to take them home. As they leave, the students should lay their folders on



a table used for that purpose—this will save the librarian or instructor the trouble of collecting them.

Those students who desire to take music home should be required to sign up with the librarian for the pieces which they take. It is the librarian's duty to see that they return the music safely. Students should be warned to keep all music, which they take home, in or near their instrument cases so that they will not forget to bring it back to school.

Once each few weeks all of the folders should be collected and the librarian, with the instructor's help—or by his orders, should remove from the folders all selections which the class is through rehearsing and should replace these by new ones selected by the instructor.

Instrumental instructors will find that if they incorporate some of the above suggestions in handling the routine work of their classes they will be able to devote a great deal more of their time to actual music instruction.

## California Teachers Retirement Fund

The net earnings on investments held in trust for the Teachers Retirement Fund during 1932-33 was \$280,315.20. This represents a very substantial rate of income on the investments which are mostly school district bonds. The net increase in investments 1932-33 was \$502,636.60.—From State Department of Education Report to Governor's Council.

Financial Statement: July 1, 1932, to June 30, 1933.

Cash Permanent Fund, July 1, 1932	\$ 48,937.41	
Cash Retirement Fund, July 1, 1932	1,745.06	\$ 50,682.47

### RECEIPTS:

Teachers Donations	\$498,356.72	
Inheritance Tax	504,689.52	
Net Interest, Premium and Discount	280,315.20	1,283,361.44

TOTAL		\$1,334,043.91
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### DISBURSEMENTS:

Retirement Salaries	\$744,672.31	
Office Salaries	17,374.78	
General Expenses	4,634.77	
Investments (Net)	502,636.60	1,269,318.46

CASH NET BALANCE		\$ 64,725.45
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Teachers Permanent Fund, June 30, 1933	\$ 63,402.70	
Teachers Retirement Fund, June 30, 1933	1,322.75	\$ 64,725.45

Total Assets, June 30, 1933.

Cash on Hand	\$ 64,725.45	
Investments	6,189,748.57	
		\$6,254,474.02

Net Increase in Investments, \$502,636.60.

The total cost for administering the Fund was \$22,009.55 or 1.7%.

# The First Industrial School in America

ROBERT LOCKE COOKE, *Ed. D., Crockett, Contra Costa County*

**T**O what institution, to what person, or to what movement should be given the credit for furnishing the first example of an industrial school in America? By such a school is meant, to be precise, one which actually taught to boys and girls over a period of years, useful trades with the object of preparing for a life vocation.

Thus would be ruled out of consideration those institutions which aimed merely at enabling the student to earn his way while at school, or which purposed reform alone, or concurrent training of hand and brain without the specific objective of preparing for a trade. This is to the student of vocational education a fascinating and surely a worth-while query, but one to which a search of current literature on the subject fails to reveal the answer.

It may be objected with good reason, perhaps, that no one organization or institution can make such a claim; that such industrial training was a gradual growth, and moreover a growth proceeding out of still earlier pioneering in Europe.

But before contenting ourselves with such a generality, let us see if there cannot be found some specific instance of the early accomplishment in the United States of school trade training which clearly antedates any now recognized, and which therefore deserves at least some measure of this credit.

## American Institutes and Lyceums

In tracing down the "roots" of this subject, probably earliest consideration should be given to the Mechanics' Institutes, introduced into New York from England about 1820. Although some of the American Institutes "seem to have provided a more practical education than did the English,"<sup>1</sup> their main field appeared to have been the furnishing of an elementary general education for the children of mechanics,<sup>2</sup> to take the place of the public school system which was not established in New York City until 1853.

On the vocational side, we find in New York institutes the "free instruction of apprentices and journeymen, in architectural and mechanical drawing and in modeling for ornamental purposes,"<sup>3</sup> and in the Franklin Institute of Philadelphia, the second and most famous of them all, we find the teaching of mechanical drawing and

"the delivery of lectures on the arts and the application of science to them."<sup>4</sup> We may conclude with the words of Sears:

The institutions relied largely upon the patronage of the wealthy. This fact afforded a cause for the decay of this type of school. . . . The net result of the movement appears to be failure.<sup>5</sup>

Still less need be said of the American Lyceum movement started about 1822, for Anderson states:

Its influence in maintaining the cause of industrial education seems to have been decidedly inferior to that of its prototype, the Mechanics' Institute.<sup>6</sup>

In 1824 was established the Rensselaer School at Troy, New York. It does not help us in our search, however, for investigation shows that its instruction in the earlier years was "confined to experimental courses in the natural sciences" alone.<sup>7</sup> It had developed by the year 1850 into America's first college of engineering.

## Manual Labor Schools

The Manual Labor Schools should next be considered, since they appeared in this country at about this time, 1819 to 1830. Monroe tells us that the first annual report of the organization responsible for this movement, the "Manual Labor Society for Promoting Manual Labor in Literary Institutions," was published in 1831. But he adds:

This, however, was the last, for the society soon disbanded on account of lack of interest in the movement and the opposition of existing literary institutions. Thus the manual training movement in the United States was deferred for a half century.<sup>8</sup>

But it should be noted further that

The last-named institutions (American Manual Labor Schools) are occasionally mistaken for industrial schools. Their purpose, however, was not that of fitting students for industrial life, but rather that of enabling them, while pursuing a regular literary and scientific course of study, to earn, through some form of manual labor, sufficient money to defray the whole or part of their expenses.<sup>9</sup>

## Other Schools

One might be tempted here to relate the industrial school experiments undertaken about 1826 jointly by William McClure and Robert Owen in Indiana,<sup>10</sup> and those of John Griscom and John B. Yates in New York, and Captain Partridge in Connecticut, all at about this period.<sup>11</sup> But since we find that in every case

the scheme did not proceed beyond the proposal stage, or else, as in McClure's case, collapsed in less than two years, we cannot consider them in the category of going concerns.

We come next in our search upon the "Farm and Trades School" of Boston. We learn that the "Boston Farm School," started in 1833 on Thompson's Island in Boston Harbor, was merged two years later with the "Boston Asylum for Indigent Boys" which latter had been in operation since 1814.<sup>12</sup> From 1833 on, in the words of the Superintendent,

There was various trades work done by the boys of the school, and records indicate that in many cases the actual ability developed by some boys in various branches of trade work was rather extensive in those days. However, the work was not, strictly speaking, organized educational trades work as we consider it today,<sup>13</sup> and apparently at this time there was no thought of teaching a trade for a life vocation. Not until 1881 was the first trade course started, in printing, and sloyd in 1891, both of which courses are continued to the present day. The school, incidentally, claims the interesting honor of possessing the first boys' band in America, organized in 1857.

Since it is apparent that we have not yet found the object of our search, the pioneer trade school, we turn to the Girard College of Philadelphia, the most famous orphans' school in the early days of America. Its contribution to industrial education was late, however, for "when the school opened in 1848 no provision had been made for industrial training."<sup>14</sup> In 1859 the erection of workshops was recommended, but not until 1864 were the shops completely under way. After 1876 the industrial work became a part of the course of instruction of every boy in the school.

### Industrial Reform Schools

We have now come down to about the year 1860 and have investigated probably every line of development except one, without finding any school prior to this date which may rightly be called the prototype of the present industrial school. We should now investigate one remaining angle, the industrial reform schools of America.

The first of these was the New York House of Refuge . . . incorporated in 1824 for the 'reformation of juvenile delinquents.' This was followed in 1827 by the House of Reformation for Juvenile Offenders in Boston and in 1828 by the House of Refuge in Philadelphia. The aim of such institutions . . . was 'reformation, by training its inmates to industry, imbuing their minds with the principles of morality and religion, by furnishing them with the means to earn a living,

and above all, by separating them from the corrupting influence of improper associates.'<sup>15</sup>

After this beginning, for some reason, no more schools were established for nearly twenty years.<sup>16</sup> The new schools were an improvement on the earlier type in that more time was given to school work and less time to labor. It is made very clear, however, that it was "not an object to teach the children a trade . . . (but rather) they all have regular work and are trained to habits of industry. The girls are instructed in household labor and in plain sewing."<sup>17</sup> Bennett explains that "the outstanding reason why the boys were not very generally taught trades was that a large proportion of them were below fourteen years of age upon entrance to the reform schools."<sup>18</sup>

### A School That Was Different

It would seem from this, then, that there is little reason to give to this type of school the credit for initiating true trade-school training in America. But before looking to the years following 1860 to find our first school we should investigate another lead, that furnished by the San Francisco Directory for the year 1859. Here we find that in April, 1858, there was instituted by act of the Legislature of California an "Industrial School or House of Refuge for Juvenile Delinquents of the City and County of San Francisco." The description given in that volume states that the school

is situate about seven miles south of the City Hall, on Ocean House Road. The Department consists of a President, Vice-President, and fifteen managers, . . . also a Superintendent, Deputy Superintendent, Teacher and Matron. The purposes are detention, management, reformation, education, and maintenance of such children as may be submitted thereto. It may receive vagrants, leading an idle or dissolute life, under the age of eighteen years, or children under fourteen who are guilty of a crime or misdemeanor.<sup>19</sup>

From this we might justifiably conclude that here is nothing different from the schools just described. But the next clause in the specifications sets it off from the type of institution which the title suggests it to be—an ordinary reform school.

Boys and girls may also, on application to and private examination before, the Police Judge in chambers, become inmates of and receive all the benefits to be derived from this institution.<sup>20</sup>

Certainly here is something new—a provision, we believe, not to be found in any other reform school in the nation. In other words, we have a public school offering free industrial education not only to boys and girls of the delinquent type, but also to any and all who might apply.

That this was an actual and not just a paper fact is shown by the published reports, where for example, in reporting the number of boys and girls, received, it is said that

Nearly the whole of these had voluntarily applied to Judge Coon in chambers, and were adjudged by that gentleman to be proper subjects to receive the benefits of this asylum.<sup>21</sup>

By the end of the first year there were 60 boys and 5 girls, and in 1864, 78 boys and 12 girls, with 8 teachers. The total received up to 1865 was 358 boys and 100 girls.<sup>22</sup> The enrollment by 1873 had increased to 440 for the single year, and continued around the 500 mark for many years.<sup>23</sup>

But what manner of school was this "House of Refuge?" Was it truly, as just suggested, an industrial school? The answer is not far to seek.

Not only is it provided that

All children received into it . . . may receive such school instruction as is suited to their capacity,

but furthermore

the pupils shall be employed . . . in such trades as may be found practicable within the institution, especially those by which they may gain a livelihood after leaving it.<sup>24</sup>

Surely this provision needs no further elucidation than the boldface.

In the light of Bennett's comment on the youthfulness of most reform school inmates, it may be inquired whether such objection applies here, thus making ineffective the attempt to furnish trade training. Let us see. Taking a typical year, 1864, it appears that out of 59 girls and 270 boys then connected with the institution, 34 girls had reached the age of 14 or over upon commitment to the school, while a total of 159 boys were of similar maturity.<sup>25</sup> In other words, barely 40% were below 14 years of age, surely not an over-large proportion, as complained of by the Eastern institutions.

It is difficult to determine exactly all the trades which were "found practical within the institution," but several of them can be named, by culling from various Government reports. For example:

The School . . . trains them in the elements of a common school education, in music, and in such means of future self support as farming, gardening, shoemaking, tailoring, and carpentry.<sup>26</sup>

A new branch of industry has recently been introduced—that of trunk and valise making. About 15 boys are employed in this.<sup>27</sup>

The girls are taught various kinds of machine needlework and domestic duties.<sup>28</sup>

There are connected with the school a shoe shop, a tailor shop, a seamstress department, and a laundry.<sup>29</sup>

It is clear then that at least eight distinct trades were taught "as a means of future self support."

In the light of what modern research has found desirable regarding proper balance between "school instruction suited to capacity" and the trades work, this note should also be pondered:

The division of time is as follows: Work four hours; school four and a half hours; sleep nine hours, and the remainder of the twenty-four hours is left for meals and recreation.<sup>30</sup>

Could the Federal Board ask more?

In addition to the work "found practical within the institution," the legislative statute regarding this school provided:

The board of managers shall have power, in their discretion, to bind out the said children with their consent, as apprentices . . . to learn such proper trades and employments as in their judgment . . . will tend to the future benefit and advantage of such children.<sup>31</sup>

The report for the year 1865, for example, shows that 137 boys and 34 girls had been to that date so "placed" or "indentured."<sup>32</sup>

The school was supported by membership payments, private contributions, and a subsistence fund (after 1864) of one thousand dollars per month from the city and county. Its educational department was sustained out of the Public School Fund, all salaries from the first being paid by the City School Board. The building, "truly a school and not a prison," was a two-story brick on a lot of a hundred acres and was constructed with "due regard to the health and comfort" of the occupants.

In 1872 the establishment was taken over completely by the city, and became an integral part of the public school system.<sup>33</sup> Reports are available on it as late as 1891, at which time it was superseded by a state industrial school in another part of California (Whittier).<sup>34</sup> Therefore the active recorded life of this remarkable institution was over thirty-three years.

### Conclusion

In the light of the evidence just presented, might we not call this the first true industrial school in America? Perhaps the facts may be left to speak for themselves.

### Footnotes

1. L. F. Anderson, *History of Manual and Industrial School Education*. D. Appleton and Co. 1926, p. 138.

2. I. E. Clarke, *Education in the Industrial and Fine Arts*. Part III. Washington: Government Printing Office, 1897, p. 303.

3. *Ibid.*, p. 304.

4. *Ibid.*, p. 11.



5. W. P. Sears, Jr., *Roots of Vocational Education*. New York: John Wiley and Sons, Inc., p. 149.

6. L. F. Anderson, *op. cit.*, p. 139.

7. Commissioner of Education, *Report for 1892-93*, Vol. I. Washington: Government Printing Office, 1895, p. 661.

8. Paul Monroe, Ed., *Cyclopedia of Education*, Vol. IV. New York: Macmillan Co., 1918, p. 124.

9. L. F. Anderson, *op. cit.*, p. 96.

10. G. B. Lockwood, *The New Harmony Movement*. New York: D. Appleton and Co., 1905, pp. 243-44.

11. L. F. Anderson, *op. cit.*, pp. 144-45, and W. P. Sears, Jr., *op. cit.*, pp. 99-104.

12. *Catalog of the Farm and Trades School*, 1931-32. Boston: The Farm and Trades School Press, 1931, p. 9.

13. W. M. Meacham, Superintendent of Farm and Trades School, *Personal Correspondence*, September 12, 1932.

14. C. A. Bennett, *History of Manual and Industrial School Education up to 1870*. Peoria, Illinois: The Manual Arts Press, 1926, p. 243.

15. *Ibid.*, p. 246.

16. David Snedden, *Administration and Educational Work of American Juvenile Reform Schools*. New York: Columbia University Press, 1907, p. 11.

17. E. C. Wines, *Report on the Prisons and Reformatories of the United States and Canada*. Albany: Report to Legislature of New York, 1867, p. 429.

18. C. A. Bennett, *op. cit.*, p. 249.

19. H. G. Langley, *The San Francisco Directory for the Year Commencing June, 1859*. San Francisco: Commercial Steam Presses, 1859, p. 32.

20. *Ibid.*, p. 32.

21. *Ibid.*, p. 33. Italics supplied.

22. Board of Managers of the Industrial School Department of the City and County of San Francisco, *Sixth and Seventh Annual Reports*. San Francisco: Towne and Bacon, 1865, p. 22.

23. The United States Commissioner of Education, *Report for the Year 1873*. Washington: Government Printing Office, 1874, p. 33. See also later reports.

24. Board of Managers of the Industrial School Department, *op. cit.*, p. 46.

25. *Ibid.*, pp. 7-13.

26. United States Commissioner of Education, *Report for the Year 1878*. Washington: Government Printing Office, 1880, p. 21.

27. Ditto, *Report for the Year 1872*, p. 26.

28. Ditto, *Report for the Year 1881*, p. 19.

29. Ditto, *Report for the Year 1873*, p. 33.

30. *Ibid.*, p. 33.

31. Statutes of California passed at the Ninth Session of the Legislature, 1858. Sacramento: John O'Meara, State Printer, 1858, p. 169.

32. Board of Managers of the Industrial School Department, *op. cit.*, pp. 10-25.

33. United States Commissioner of Education, *Report of 1873*, p. 33.

34. Ditto, *Report for the Year 1890-91*, Vol. II, p. 1506.

## Long Beach NRA

MRS. HOWARD T. RANKIN, *President*  
*Long Beach Council of Parents and Teachers*

I THOUGHT your readers would be interested in knowing of the splendid spirit of co-operation with NRA displayed by the teachers and administrators of our Long Beach schools.

Their participation in the NRA Parade recently held in our city, was a visible expression of their loyalty to President Roosevelt and his program.

The fall school term had been organized less than a week. However, our band directors assembled two marching units in uniform, of their respective bands.

The ninth division, marshalled by high school principals and coaches numbered almost a thousand marchers—men and women wearing smart blue paper caps. Walking eight abreast, this group carried school banners and flags, and was almost four blocks in length.

The banners read "Parents and Teachers support the President and the NRA." This demonstration received much favorable comment from newspapers, chamber of commerce, and other organizations.

We are proud of the splendid men and women in our public school system and their attitude towards the civic life and betterment of our community.

\* \* \*

## Teachers Spend at Home

N. H. Hubbard, director of public relations, A. T. O. L. A., in discussing the importance of teachers as financial assets to a community, pointed out that as a class, public employees are more strictly localized in their interests than most economic groups.

They are practically all long-term residents of the city; they seldom "move away"; they have the strongest possible incentives to buy locally. Consequently, only a minimum fraction of their earnings is spent elsewhere.

\* \* \*

Nora Sterry is chairman of the silver anniversary dinner committee of the Los Angeles Elementary Principals Club. Other members of the committee are: Grace Finney, Henrietta Glissman, Mrs. Ethelda A. Drake, and Avery J. Gray.

## Credit Unions for Teachers

CON A. DAVIS, *Vice-Principal*  
*Monroe-Excelsior School, San Francisco*

**R**OY F. BERGENGREN, Executive Secretary, Credit Union National Extension Bureau, has recently stated<sup>1</sup>:

Fairly reliable information places at 50% the number of teachers who are compelled, at more or less frequent intervals, to borrow money.

It is safe to assume that this figure is low since many who are forced to borrow, keep the matter secret. Yet not more than 10% have ready bank credit.

Where do the other 40% borrow? A few, perhaps, from friends; the majority from the loan sharks at interest rates often in excess of 300%. Any plan that would help to relieve this condition is worthy of careful consideration.

Such a plan is found in the Credit Union movement. Mr. Bergengren says:

Teachers can solve their own financial problems if they will adopt the credit union plan, which provides an excellent means of saving and makes it possible for them to protect themselves from loan sharks.

No school teacher in need of money should be obliged to go to a usurious money lender for it.

When Edward Filene, the great Boston merchant, organized the first credit union in America to deliver his own employees from the clutches of the loan sharks, he "started something" indeed.

What is a credit union? To again quote Mr. Bergengren:

A credit union is a co-operative society, organized within a specific group of people, such as the public school teachers of a city, self-managed, operating under the supervision of the state department of banks, supplying its members with an excellent system for saving money, — a process that makes it possible for the members, with their own money and under their own management, to care for their short term credit problems at normal rates of interest.

Credit unions have been organized among teachers in all parts of the United States. One of the first, if not the first, was the Detroit Teachers Credit Union. In 1932 this credit union had 1806 members, 1176 of whom were meeting their financial problems by borrowing from their own credit union. The union's assets were \$347,805; its loans to members \$331,015. Surely this organization is meeting a real need.

Somewhat more than a year ago teacher groups in Stockton and San Diego organized credit unions. In January, 1933, was organized

the Credit Union of San Francisco Federation of Teachers. It already has added to the joys of the summer vacation for some of its members; for others it has lessened the worry that always attends sickness and misfortune. It has justified itself. As it grows it will extend its benefits to ever-increasing numbers.

\* \* \*

## California School Masters Club

President Homer Martin is planning an exceptionally fine program for the evening of Tuesday, November 28, at the Athens Club in Oakland.

All men in and about the Bay interested in education should plan to attend this affair. Dinner will cost \$1.15. Save the date and be there at 6:15 p. m. Come and meet some of your old friends you have not seen for a long time.

Make reservations with John McGlade, deputy superintendent in charge of high schools, City Hall, San Francisco, or Clyde S. Yerge, secretary, 1025 Second Avenue, Oakland.

\* \* \*

## Continuation Education Association

F. C. WEBER

*Metropolitan High School, Los Angeles*

**S**ATURDAY, October 7, at Carlton Hotel, Atascadero, the retiring officers and incoming officers of California Continuation Education Association held a meeting to turn over to the newly-elected officers the affairs of the Association.

The new officers are F. R. Love of Stockton, president; W. C. Mathews of Oakland, secretary-treasurer; C. R. Rankins of San Bernardino, vice-president; Agnes Wolcott of Long Beach, assistant secretary-treasurer.

Besides the routine business, considerable time was spent in talking over the following questions:

1. On account of economic conditions and industrial developments, should we be reaching for higher compulsory school requirements?
2. Have we fulfilled our function as an experimental laboratory in secondary education where a new meaning and content for the education of a considerable group of minors has been worked out?
3. What should be our next forward-looking step in the matter of legislation for continuation education?

The State Association is looking forward to active progress for the coming year.

1. Nation's Schools, June, 1932.

## Books for Parents

LAURA BELL EVERETT

Oakland Technical High School

Sweeping the Cobwebs, by Lillian

J. Martin and Clare de Gruchy.

The Macmillan Company.

SO many of the problems of parents are increased or complicated by the presence of older people, in or near the home, that a book like Doctor Martin's "Sweeping the Cobwebs" may give valuable suggestions.

In this, as in another recent book, "Salvaging Old Age," also written in collaboration with Miss de Gruchy, Doctor Martin gives the results of her studies in psychology, especially in her Old Age Center, that, if applied, would relieve the tension in many homes.

Grandmother is in a blue fog of depression. The family are discussing Jack's career and Marjorie's future, but who thinks to be interested in Grandmother's aim in life?

The thoughtless could even take this as a joke, but the understanding know that the joy of life is a purposeful existence.

Doctor Martin places the highest value upon hobbies as factors in "sweeping the cobwebs." To know "the self-chosen goal of any person" is of great value in learning the scope of his interests.

Many business men and women who would resent the word old, but whose handicaps keep them constantly in fear of losing their positions, may find here definite plans for rehabilitation, both physical and mental. The book is unsentimental, direct, practical.

Mental Training for the Pre-school Child, the sort of book for which many parents are looking, is by Doctor Martin and Miss de Gruchy. The Work of a Mental Hygiene Clinic for Pre-school Age Children, Mental Hygiene, Round the World with a Psychologist, and others, are by Doctor Lillian J. Martin.

## Teacher Loans

**BORROW \$50 TO \$300 BY MAIL  
20 Months to Repay**

Quick cash loans obtained on your signature only . . .  
ENTIRELY BY MAIL. Confidential . . . school board  
or friends not notified. Our LOW charges are based  
only on actual time money is used. Investigate this  
dignified, convenient LOW Cost Loan Plan.

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**THE COST?** Little more than the present expenditure for blank paper!

We are ready to help you. Send today for details.

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350 Mission Street

San Francisco

## Happiness Highway

(Continued from Page 17)

No show would be complete without fairies so the first grade were "Fresh-Air Fairies" singing and dancing so light and airy.

The problem of integrating a Mexican group was pleasantly solved by "Happy Sunflowers." They almost stole the show with their pretty yellow caps, each little face making the center of a flower.

In discussing all the things it takes to make an operetta, villains were thought to be a necessity so the characters "Tea" and "Coffee" were introduced. It turned out that they were comedians as well as villains. Other characters were Old Man, Old Lady, Boy Scout, Policeman, Chief Health-and-Happiness.

As each room had been making a study of the folk-dances of various countries, I could not resist the opportunity for teaching typical music from each country so the finale came to be called "International Friendship."

The Bluebird Chorus would sing and then a group of dancers would appear so Spain, China, Russia, Holland, and Ireland were introduced, making a colorful ending.

*Friends, friends, friends,  
Friends from far and near.  
Friends, friends, friends,  
We are glad you're here.*

*We'll always try to understand  
All our friends from other lands.  
Oh, ho, ho, la, we give to you  
International friendship true.*

Note: "Happiness Highway" has been published by J. Fischer & Bros. The "Stage Directions" are also available.

\* \* \*

## Plutocrats and Peasants

**R**. E. POLLICH, president, Los Angeles Elementary Principals Club, in a recent summary of N. E. A. convention addresses, states that many leaders there did not hesitate to say frankly that Public Education is facing a real crisis in America.

They said without equivocation that in this country is a powerful group which does not want a high level of intelligence among the people.

This arrogant group wants a caste system by which a few people will control the many.

The power of this plutocratic group does not rest in a large number of followers. On the contrary, its membership is comparatively small.

Its power rests in the vast financial control of its few members. This group would destroy the American public school system, if it could.

\* \* \*

## The Norge Broilator Stove

California home economics teachers and all who have to do with school cafeterias will be interested to know of the Norge Broilator Stove which is revolutionizing short-order cooking.

The Norge Corporation of Detroit, exclusive manufacturer of Rollator Refrigeration, has perfected an entirely new broiling process.

The Broilator Stove requires no flues and its cooking speed is so stepped up that double service can be handled in half the time and space required by other types of equipment. No cooking grease is used, the stove can be installed in any location without fear of annoyance from heat or smell.

## In Memoriam

Claude Russell Heffelman, printing instructor at Thomas Starr King Junior High School, Los Angeles, for the past seven years.

Dr. Ernest P. Clark of Riverside. He was born in Maine in 1859; since 1896 he had been editor of Riverside Daily Press. He was appointed member of California's first lay State Board of Education in 1913; served as its president from 1915 to 1926; was re-appointed in 1928 and served continually until his death.

Flora T. Edgecomb, elementary teacher at 102nd Street School, Los Angeles.

Marjorie Dawson Atkins, kindergarten teacher at 15th Street School, San Pedro.

Clara E. Kaps for many years supervisor, primary department, Chico State College, while on leave of absence for one year, passed away at the home of her brother in Santa Ana.

Kate Sheets, native of Wheatland, school teacher in Yuba County for the past 30 years.

Everett Robbins Perry, Los Angeles City librarian since 1911. Educated at Harvard, he worked at Harvard, St. Louis and New York City libraries before going to Los Angeles. He was an official in the American Library Association.

Mrs. Theodore Nakowitz, elementary teacher, Sepulveda School, Los Angeles City.

M. L. Caffrey, teacher of agriculture in John Burroughs Junior High School, Los Angeles City.



## Professional Obligations\*

WILLARD E. GIVENS, *Superintendent of Schools, Oakland*

**T**HE strength of every great organization is determined by the interest, ability, enthusiasm, and money of its individual members. All great causes have been furthered effectively through strong, unified organizations.

There are in the United States approximately one million public school teachers. However, the professional requirements have been so low and the professional organizations so ineffective in many places that only approximately **one-fifth** of the public school teachers have been enlisted in the work of our great national organization. The N. E. A. has approximately 200,000 active paid-up members.

The California Teachers Association ranks among the highest of our state organizations, both in the number of teachers who belong to the state association and in the number who belong to the national association.

The requirements for entrance into our profession in the State of California are among the highest in the nation. Taken state-wide, our teachers are among the best paid in the nation, and have a professional enthusiasm not surpassed anywhere.

### Unity and Enthusiasm

Our Oakland Teachers Association, which includes every member of our certificated staff, stands out each year at our national conventions as one of the most unified and enthusiastic groups any place in this country.

We are facing this year, state-wide and nation-wide, one of the severest professional tests that we have ever faced. Thousands of children throughout our

country are being denied any public school educational opportunity. Approximately 80,000 of our teachers are unemployed. Thousands upon thousands of others are not being paid enough to secure the necessities of life.

Apostles of false economy are active on every hand. Many influential people apparently are not seriously alarmed at the fact that gangsterized racketeering is taking a toll in money from our citizens of eighteen billion dollars per year, but these same citizens seem to be very much alarmed over the fact that it requires two billion dollars of public funds annually to educate the children of this country.

Let us defeat the enemies of public education through unified and enthusiastic professional organizations, the strength of which is determined by the interest, ability, enthusiasm, and money of each of us who make up our teaching profession.

...

### A Friend of Education

Mrs. P. D. Bevil, past president of the Sacramento Council of Parents and Teachers, and member, legislative committee, State Congress of Parents and Teachers, has just been appointed a member of the Sacramento City Board of Education.

Representatives of California Teachers Association have the most pleasant recollection of Mrs. Bevil's presentation of arguments at many sessions of the Education Committee of the Assembly at the last session of the state legislature. As the representative of P. T. A., Mrs. Bevil freely and enthusiastically participated a number of times in presentations against pending measures which had they passed would have been extremely harmful to the school interests of California. She is a remarkably clever advocate and her arguments were always forceful and telling.

Sacramento City is fortunate in having the services of such a woman as a member of its board of education.

\*Oakland Superintendents Bulletin, Vol. 14, no. 9.

## The Schools Need Books

*A taxpayers association asked a great publishing house for a donation. The reply of the publisher follows:*

**A**LARGE percentage of our business is with schools and libraries, which are dependent for their very existence on money which comes from taxes.

The book budget of a school system in times when practically all needed book purchases can be made amounts to only about 1.5% to 2% of the cost of running the schools, but recently the tax delinquency situation and the activities of bodies such as yours has forced the percentage far below these figures.

The contributions which the teacher and the book make to a child's education are not outweighed in importance by any other school expenditures.

It is our experience that a good teacher recognizes the great contribution which books can make, and as a consequence, desires very much to have a plentiful supply of a variety of supplementary and library material on ready call in addition to basal textbooks.

In schools not so equipped teachers must rely on the basal textbook. That is true now more than ever when economies have forced teachers to handle larger and still larger classes.

This enables them to give less and still less attention to individual pupils who need special help, and thus forces greater retardation of pupils.

This is not only an expense to the community through educating repeaters, but, what is worse, it has a bad psychological and moral effect on the child that has to repeat a grade.

Were you here in my office I could show you report after report from one or another of our representatives who are calling on schools, California schools in-

cluded, with statements regarding schools they are calling on such as these:

"Textbooks in (subject or subjects named) worn out or out of date but no money to buy new ones."

"No money here for new supplementary or library material."

When we come to libraries the situation is not different. Many are the letters that we have received from librarians asking us to, "Please cancel all short orders for books not yet published. Our budget was cut very drastically this year and we have spent it all."

And all this in a period when a large number of people are having more leisure time either because of unemployment or shorter working hours.

A few months ago a man came to our office to buy a popular book on the economic situation of today. He made this significant statement, "I asked for this book at the public library and was told that while they had about fifty names on the waiting list they did not have a copy of the book and no money to buy it with."

All of this curtailment quite naturally has affected our business and is still affecting it. I am sure you will consider that I am acting only justly when I decline your request for a contribution until such time as I see that your attitude changes to one of adequate support for schools and libraries, including the book budgets of these same schools and libraries.

When you are able to convince me that you are doing this thing, then I should be glad to hear from you.

\* \* \*

## Old Mission Town School on Honor Roll

I am glad to report that the Soledad Union Grammar School is still growing. We have a teacher for each grade this year for the first time.

Our teachers are 100% C. T. A., 100% N. E. A., and 100% Red Cross. We are with the NRA, and each one doing his or her bit.—R. S. Tipton, Principal, Soledad Union Grammar School.

## Parents Study School Problems

**A**T its recent Washington, D. C., meeting in September, the board of managers of the National Congress of Parents and Teachers enthusiastically endorsed a study outline on A Modern Program of Financing Public Schools which had been prepared for parent-teacher associations by Miss Charl Williams, director of the Department of Education, and Fifth Vice-president of the Congress.

The subject of this outline is one that is engaging the attention of educators and laymen all over the country, and it is hoped that it will furnish a guide for members of parent-teacher associations who need to become more familiar with this important question.

The outline is based on the report of the National Conference on the Financing of Education, under the auspices of the Joint Commission on the Emergency in Education of the National Education Association and the Department of Superintendence.

This conference was attended by educators from all over the country who have made special studies and surveys of the whole field of school finance; so the final report of the group represents the most recent expert thinking on the subject.

The outline suggests the study of such topics as the responsibility of the state for the support of a minimum foundation program, the scope of public education and the urgent need to enlarge that scope, the need for revising our whole taxing system and for developing new tax sources, a re-organization of school units, and further federal participation in education.

These topics are not new to parent-teacher members, for School Education Committees all over the country have been studying them in whole or in part for the past 11 years. This outline presents a new approach based on modern, sound thinking to more or less familiar questions.

It is suggested that the outline be presented at state conventions and studied by local, county, and district associations as well as by special groups and by individuals who are unable to participate in either the general meetings or in the study group.

Members of parent-teacher associations could make no more worthwhile contribution to the

adoption of modern methods of financing education than to provide community business and political leaders, particularly those responsible for making up the school budget, with copies of the report and urge them to familiarize themselves with the findings of the National Conference on the Financing of Education.

*The study outline on A Modern Method of Financing Public Schools is available in plate-print form, and may be secured from the headquarters office of the National Congress of Parents and Teachers, 1201 Sixteenth Street N.W., Washington, D. C.*

\* \* \*

## Kindergarten-Primary Meetings

MARTHA S. DAWSON, Berkeley

**E**XECUTIVE Board of the Bay Section, California Kindergarten-Primary Association, met for its fall meeting at the home of Miss Marion Finger in Piedmont. The important work of the Section was discussed and planned for the coming year.

Mrs. Edith Austin, president, presided, and introduced speakers who had attended the national convention, and leaders who outlined plans for the coming meetings.

The organization will meet December 10 at 2 o'clock at the Educational Guidance Center, Menlo Park, under the direction of Mrs. Stewart.

The tenth anniversary of the Association will be celebrated at the State Convention, to be held in Fresno, December 1 and 2. It is expected to be a meeting great in attendance and enthusiasm.

\* \* \*

## Central Coast Section Meets

Central Coast Section of California Teachers Association will hold its annual convention in connection with teachers institutes November 27-29 at Watsonville, according to Thomas S. MacQuiddy, secretary.

The President of the Section is Mrs. Gladys Sollers, Senior High School, San Luis Obispo. Mrs. Sollers has been active in school affairs in her region and is serving on several state committees of C. T. A. State Council of Education.

## Where the Teachers Meet in November

ROBERT W. SPANGLER

**N**OVEMBER is the peak month in California teachers institutes. The three days before Thanksgiving, —Monday, November 27, Tuesday the 28th, and Wednesday the 29th, have been chosen by many superintendents of schools and teacher-groups as the most suitable dates for holding the annual teachers meetings.

At these gatherings, the school-teachers come together from all parts of the area served and participate in professional discussions of current educational problems. New and better methods of instruction, progress in the various branches of the school curriculum, and other themes, are presented by competent leaders.

### The Bay Region

Cities and counties of the Bay Region will hold their meetings as follows:

a. East Bay, in Oakland—Oakland, Alameda City, Berkeley; Alameda and Contra Costa Counties.

b. West Bay, in San Francisco—San Francisco; San Mateo, Marin, Napa, Solano, Lake, and Santa Clara Counties.

c. Districts holding institutes in their respective counties—Sonoma County, Modesto and Stanislaus County, Stockton, San Joaquin County, and Tuolumne County.

Attendance at these sessions (on basis of teachers employed) will be:

West Bay Institute, in San Francisco:

San Francisco.....	2,850
Lake County.....	76
Marin County.....	275
Napa County.....	141
San Mateo County.....	617
Santa Clara County.....	702
Vallejo and Solano County	264 4,925

East Bay Institute, in Oakland:

Oakland .....	1,700
Alameda City .....	271
Berkeley .....	637
Alameda County.....	553
Richmond and Contra Costa County .....	662 3,823

The following hold their institutes in their own counties:

Stockton and San Joaquin County	733
Santa Rosa and Sonoma County..	500
Modesto and Stanislaus County...	701
Tuolumne County.....	75
San Jose City.....	458

Grand Total ..... 11,215\*

Sonoma County Teachers Institute will be held at Santa Rosa under the direction of Edwin Kent, County Superintendent of Schools.

San Joaquin-Calaveras joint Teachers Institute, held at Stockton, will be in charge of John R. Williams, San Joaquin County Superintendent of Schools; Charles F. Schwoerer, Calaveras County Superintendent of Schools; and Ansel S. Williams, City Superintendent of the Stockton Schools.

### Other Regions

This November, 1933, other teachers institutes (in addition to those of the Bay Section already listed) are:

\*This figure does not include 133 faculty members of the San Jose Teachers College, 84 members of San Francisco Teachers College faculty, 33 members of California State School for the Deaf faculty, nor members of the Department of Education at Stanford University and at the University of California who almost always join the California Teachers Association but who are not required to attend Institutes. These teachers are invited, however, to attend if they should so desire.



## Where to Eat--Institute Week

The restaurants of San Francisco are world famous. Food has always been important in the Golden Gate City and in consequence chefs of renown from all over the world have migrated to San Francisco to cater to the gastronomic wants of the people. In San Francisco you can dine in the atmosphere of France, Italy, Russia,

China, Spain, Sweden, Germany, Mexico, or the United States, at prices so modest that visitors are amazed. A tour of the "restaurants of the nations" is one of the great outdoor sports of the Peninsula City. Teachers will "learn and enjoy" when they visit the restaurants that invite their patronage.

### Solari's Grill

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Special Luncheon ..... \$ .65  
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at the

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Room without bath..... \$1.50 \$2.50  
Room with bath..... 2.00 3.50

Excellent Meals — Breakfast 25c, 35c, 50c; Luncheon 50c (Sunday 60c); Dinner 75c (Sunday 85c)  
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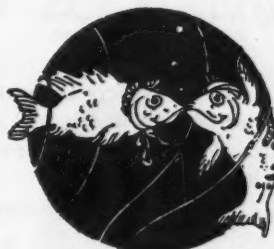
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SAN FRANCISCO

### Northern Section

The California Teachers Association Northern Section, comprising the Sacramento Valley area and adjacent territory, will hold its biennial convention in Sacramento.

In conjunction with joint-teachers institutes the following counties will be represented:

Amador, Butte, Colusa, Eldorado, Glenn, Lassen, Placer, Plumas, Sacramento, Sutter, Tehama, Yolo, Yuba; and Sacramento and Chico cities.

The president of the Northern Section is J. Russell Croad, principal, Sierra Elementary Schools, Sacramento; the secretary is Mrs. Portia F. Moss, Placer County Superintendent of Schools.

### Central Coast Section

C. T. A. Central Coast Section will meet at Watsonville, under the leadership of Mrs. Gladys R. Sollers, president of the Section.

Mrs. Sollers and Thos. S. MacQuiddy, Secretary of the Section and Superintendent of Watsonville, have prepared an interesting and varied program.

### Central Section

Fresno County Teachers Institute, held at Fresno, will be in charge of Clarence W. Edwards, Fresno County Superintendent of Schools.

Madera County, under the supervision of County Superintendent W. L. Williams, and the teachers of Fresno (O. S. Hubbard, Superintendent of City Schools) will join the Fresno County educators.

Kern County Teachers Institute will be held at Kern County Union High School, Bakersfield, under the direction of Herbert Healy, County Superintendent of Schools, and City Superintendent Lawrence E. Chenoweth of Bakersfield.

Kings County Teachers Institute will be held at Hanford, in charge of Mrs. Elsie I. Bozeman, County Superintendent of Schools.

Merced-Mariposa Counties joint Teachers Institute, held at Merced High School, will be in charge of C. S. Weaver, Merced County Superintendent of Schools, and Mrs. Lottie J. Wegener, Mariposa County Superintendent of Schools.

Tulare County Teachers Institute will be held at Visalia under the direction of J. E. Buckman, County Superintendent of Schools.

During October, California Teachers Association North Coast Section held its annual convention at Eureka, in connection with teachers institutes in that area. The Nevada County Teachers Institute was held at Grass Valley.

Modoc County held a successful meeting at Alturas under direction of County Superintendent C. J. Toreson.

### December Meetings

Siskiyou County teachers are holding a series of one-day institutes, throughout several months, under direction of L. S. Newton, County Superintendent.

In December, California Teachers Association Southern Section will hold its annual convention in Los Angeles on December 20, 21. Teachers Institutes of southern counties will be held during that month. Santa Barbara City and County Institutes and Riverside County Institute are held December 18-20.

\* \* \*

J. R. McKillop, superintendent, Monterey Union High School District, was recently elected president of the Association of California Secondary School Principals, succeeding H. A. Spindt, principal, Kern County Union High School and Junior College, Bakersfield. Mr. McKillop as a progressive school man will carry on the splendid record made by Mr. Spindt and his associates.

\* \* \*

The first 100% school in Tehama County was Gerber Elementary, Paul D. Henderson, principal. It was closely followed by Red Bluff High School, R. R. Hartzell, principal. The teaching staffs of these schools are enrolled 100% in C. T. A. for 1934.

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## Reckless Autoists Injure Schoolmen

Misfortune swift and serious was recently suffered by two Southern California schoolmen. Robert Bruce Walter, superintendent of San Gabriel Schools and last year president of Los Angeles County School Administrators Association, recently was run down by a motor car in West Los Angeles. He suffered deep bruises, the breaking of a number of ribs and severe contusions about the face and head. His friends and school patrons, after his absence of a number of weeks, are glad to know they may soon expect Mr. Walter about his usual duties.

Guy A. Weakley, following the first week of his school term, was moving his family to El Centro, where he had been elected district superintendent of schools. While standing at the side of the highway at night, an automobile bore down upon and struck him with such suddenness he was not aware of danger until he had recovered consciousness. Mr. Weakley suffered a bad break of the thigh bone near the hip and serious bruises on body and head. It is expected it will be necessary for him to remain two months or longer in the hospital.

In the above instances neither of the reckless drivers carried insurance. One had no driver's license. In addition to physical suffering these worthy men so unnecessarily have had to endure, the grief and hardship to which their families have been put, their communities have lost for the time the value of their leadership services. It is proper again to ask how long shall careless and irresponsible persons be permitted the privileges of our highways?

\* \* \*

Mrs. Nellie I. Potter, principal of the James A. Foshay Junior High School, Los Angeles, was honor guest at a recent reception. Retiring from service in February, she entered the Los Angeles system in 1895 (when Mr. Foshay was superintendent) and began as a teacher in Ninth Street School.

In 1906 she became principal of Santa Fe Avenue School. Two years later she was made principal of Thirty-sixth Street School, in which capacity she served 17 years. In 1925 she became principal of a new junior high school, named after her first superintendent, James A. Foshay.

\* \* \*

Teaching staff of Piedmont schools (91 teachers) is enrolled 100% in C. T. A. for 1934. Harry B. Jones, Superintendent, and the Piedmont teachers have maintained a 100% record for 13 consecutive years. Congratulations, Piedmont!



## Rural Schools Plight

**A**N alarming picture of depression conditions, threatening to undermine the nation's rural schools, was unfolded recently at a meeting of the joint commission on the emergency in education.

A survey conducted by National Education Association revealed that 1,025,000 children in rural sections either will be denied educational opportunities entirely or will go on an educational starvation basis this fall, through failure of schools to re-open or to function throughout the school year.

The survey disclosed that 2016 schools, with 110,800 pupils, failed to re-open; 715, with 35,750 pupils, will run less than five months, while 18,920, with 914,500 pupils, will run less than six months.

Salaries paid school teachers are considerably below what is being paid factory hands under the NRA blanket and permanent codes.

The report emphasized that "this year approximately half the rural teachers in the nation are receiving an annual salary of less than \$750, and one in every five is receiving less than \$450."

\* \* \*

Miss Tille Heath is chairman of the Valley Section of Los Angeles City Teachers Club. This section recently held a dinner-meeting in North Hollywood.

\* \* \*

## Anthropos

Anthropos, by H. Y. Romaine, is a mystic drama of initiation in four episodes, with prologue and epilogue; together with introduction, explanatory notes and glossary; also an especially designed frontispiece in seven colors, hand-illuminated, beautifully bound and stamped in gold-leaf; published by J. F. Rowny Press, 705 Anacapa Street, Santa Barbara.

\* \* \*

## New Monographs on Education

**T**HE school of education, University of Southern California, announces the publication of a series of monographs to include research studies which are outstanding in current interest.

"The primary purpose in inaugurating this new project is to make the results of worthy educational investigations available to the teaching profession and to the general public," states

Dr. Lester B. Rogers, dean of the school of education. Dr. Willard E. Ford is chairman of the publications committee, which includes also Dr. A. S. Raubenheimer and Dr. William G. Campbell.

It is planned to publish approximately eight numbers of the series during the current academic year, the first two to be ready for distribution within the next month.

Portraying the theory of modern Italy's leading educational reformer, a monograph on "The Educational Philosophy of Giovanni Gentile" by Professor M. M. Thompson of the school of education at Southern California is no. 1, vol. 1 of the new monograph series. Describing Gentile as "probably second only to John Dewey as the greatest living thinker in his field," Dr. Thompson says in his introductory chapter:

"Gentile is outstanding for his relating of a world philosophy of idealism to education. His ideas are having a tremendous influence in Italy and seem destined to grow in importance throughout the rest of the world."



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## California Superintendents Conference

A great professional meet

*See also Page Nine.*

**O**AKLAND was the convention city of the 1933 Conference of California county, city, and district superintendents of Schools, October 20-21. This important professional gathering was called jointly by Honorable Vierling Kersey, State Superintendent of Public Instruction, and W. E. Givens, President, California Teachers Association.

A dinner-meeting preceding the conference was held by the advisory committee on current problems of public school administration. General and conference sessions occupied Friday and Saturday. Luncheons of educational and affiliated organization representatives present at the conference, and other superintendents, were held.

The California Association of Public School Superintendents held a dinner meeting. There were sessions of Pi Lambda Theta and Phi Delta Kappa. A post-conference committee made plans for continuing activities through regional conferences.

State Superintendent Kersey and all who worked with him received many congratulations upon the excellence of the programs, the fine professional spirit, and the inspiring harmony and good-will which prevailed.

\* \* \*

## California Vocational Federation

**S**TATE Council of California Vocational Federation held, on October 21, its fall meeting at Glendale. Morgan Smith of Glendale, president, and John George Miller of Los Angeles, secretary, had made careful preparations for the meeting and much business was transacted.

Minor changes were made in the constitution of the organization and reports of the standing committees received. One of these reports was a study of accomplishments in the field of vocational education.

Officers elected for 1934 were:

President, F. C. Weber, Los Angeles.

First Vice-President, F. C. Suiter, Tulare.

Second Vice-President, Oscar Luksinger, Gonzales.

Secretary-Treasurer, Effie Jane Leatart, Los Angeles.

Editor, Robert E. Gilbert, Oakland.

The Association is looking forward to active work during the school year in publicizing the accomplishments and the need of the vocational type of education.

## Fresno Convention December 1, 2

**C**ALIFORNIA Kindergarten Primary Association will hold its tenth annual convention at Hotel Californian, Fresno, December 1, 2. The convention theme is "Education Through Environment."

The program is as follows: (Names of speakers and musical numbers will be announced later.)

**Friday morning, December 1, 1933, 10:30.**

Theme. Contributions of the home.

1. Growth of the child through family life.

2. Emotional adjustments within the family group.

**Friday afternoon, December 1, 1933, 1:30.**

Theme. Contributions of the school.

1. Through extra-curricular activities and social studies.

2. Through the reading program.

3. Through directed vacation activities.

**Friday evening, December 1, 1933. Banquet 7:00, address announced later.**

**Saturday morning, December 2, 1933, 10:30.**

Theme. Contributions of the community.

1. Some evaluations, including a summarization of library and playground activities but especially discussing and stressing civic club activities, the movies, and the radio.

2. A general summary of the convention.

**Saturday afternoon, December 2, 1933, 1:30.**

Business meeting.

*All people interested in kindergarten primary education are most cordially invited.*

\* \* \*

William M. Bell, Jr., principal of Torrance Elementary School, Los Angeles, was recently honored at a reception, given by the faculty and P. T. A., in commemoration of the completion of his 10 years service as principal of the school. A bronze tablet in his honor was unveiled.

\* \* \*

## Needles Seventh Honor Year

John Branigan, district superintendent of schools, Needles, reports 100% enrollment of Needles teachers in C. T. A. for 1934. This is Needles seventh consecutive annual 100% enrollment.

\* \* \*

G. Marston Haddock, lecturer in voice at the Stanford Summer School and former principal of Leeds College of Music and School of Acting for the North of England, has been appointed to complete the voice work of Dr. Lee Emerson Bassett of Stanford this term, Dr. Bassett having been called East for certain conferences.

## A Great Los Angeles Concert

Cecilian Singers, local women's choral organization, and Symphonia Praeceptorium, local teachers orchestra, are combining to give their winter concert. The singers under the direction of John Smallman and the orchestra under the baton of Henry Svedrofsky, will offer Elinor Renick Warren's choral setting of Edna St. Vincent Millay's poem "Harp Weaver."

It will be remembered that the singers presented the premiere of this number two years ago. Other numbers include Hageman's "Christ went up Into the Hills"; English, Russian, and French Christmas music by the Singers; and a symphonic number by the orchestra. It will be the first time these two organizations have combined to give a joint program. The date of the concert is set for Monday evening, December 18, 8 p. m., at the Philharmonic Auditorium.

All seats will be general admission at 55 cents and the concert will count as a Los Angeles Institute session. Organizations may reserve seats en bloc. For information call Mrs. Kyes, president Cecilian Singers, CLevland 66944, or Alice Sturdy, Business Manager of Orchestra, PArkway 2888.

\* \* \*

## Pepperwood School Wins State Trophy

At the California State Fair in Sacramento, the Pepperwood School of Humboldt County won the trophy over all in the one-teacher rural school class.

Besides the trophy, two first premiums were won over all entries (nature-study and crayola design); also one special award and two seconds.

The school on the Redwood Empire Highway has an enrollment of 12 pupils. Amelia G. Alward is the teacher.

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## Puppetry

(Continued from Page 23)

McPharlin. Six puppet plays, bound in separate pamphlets. Detroit.

Reighard, Catherine F. Plays for people and puppets. Dutton. 1928.

Ruthenberg, Grace D. The gooseberry mandarin. Theatre Arts Monthly. July, 1928, v. 12.

Stewart, Mary. Land of Punch and Judy. Revell. 1922.

## Stage Design

Cheney, Sheldon. Stage Decoration. John Day Co. 1928.

\*D'Amico, Victor E. Theatre Art. Manual Arts Press. 1931.

\*Fuchs, Theodore. Stage Lighting. Little, Brown and Co. 1929.

Helvenston, Harold. Scenery, a manual of stage design. Stanford Univ. Press. 1931.

Hume, Samuel James. XXth Century Stage Decoration. A. A. Knopf. 1929.

Jones, Robert Edmond. Drawings for the theatre. Theatre Arts Inc. 1925.

Macgowan, Kenneth. Continental Stagecraft. Harcourt Brace & Co. 1922.

Moderwell, Hiram K. The Theatre of Today. Dodd, Mead & Co. 1927.

Selden, Samuel. Stage Scenery and Lighting. F. S. Crofts & Co. 1930.

Sheringham, George. Design in the theatre. London, The Studio, Ltd. 1927.

Simonson, Lee. The Stage is Set. Harcourt Brace. 1932.

\*The best references, in the author's judgment, are starred.

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## Elementary School Principals

CALIFORNIA Elementary School Principals Association has issued the initial number of its official news bulletin, an attractive four-page leaflet. During the school year 1933-34, five numbers will be issued.

Harley W. Lyon, principal of Longfellow School, Pasadena, and president of the Association states, "Our goal, this year, is to enroll all elementary school principals, vice-principals, and district superintendents in charge of elementary schools in California."

The Section presidents are: Sarah L. Young, Bay Section, Parker School, Oakland; James M. Moon, Central Section, City Schools, North Fork; Manuel T. Joseph, Central Coast Section, City Schools, Monterey; C. A. Fylling, Northern Section, City Schools, Oroville; Gertrude B. Hammond, Southern Section, Hyde Park School, Los Angeles.

\* \* \*

## Riverside's Golden Jubilee

POLY SPOTLIGHT, the paper of Polytechnic High School, Riverside, has recently issued a Riverside Golden Jubilee Edition in honor of the founding of that city October 1, 1833.

The journalism instructor is F. Wayne Coons. The editor is Duane Hurley. This admirable school paper was awarded first place by Southern California Press Association, fall term, 1925, 1926; spring term, 1928. It tied for first in state contest, fall term, 1926. It was judged the best all-around newspaper in Southern California, March, 1928.

This paper won first place front page make-up, Southern California Press Association fall term, 1929; both front and sport pages, spring term, 1930. It was awarded "Daily Trojan" plaque for best all-around newspaper (class A) in Southern California, spring term, 1930.

It won first place feature story and sport page, Southern California Press Association fall term, 1932, and was awarded first place in its class Columbia contest, spring term, 1933.

\* \* \*

The National Committee on Education by Radio comprises Charles T. Corcoran, S. J.; Arthur G. Crane; J. O. Keller; Charles N. Lischka; John Henry MacCracken, vice-chairman; James N. Rule; H. Umberger; Joseph F. Wright; and Joy Elmer Morgan, chairman.

The committee issues a valuable bulletin, "Education by Radio," which is now in its third volume. Headquarters of the committee are 1201 Sixteenth Street, Washington, D. C.

## State Committee on Tenure

CALIFORNIA State Department of Education, together with California Teachers Association and California Association of Public School Trustees, has organized a joint committee to make a thorough-going study of tenure.

Chairman is L. B. Travers; other State Department members are Sam H. Cohn, Deputy State Superintendent, and A. E. Lentz, Legal Advisor. Representatives of the School Trustees are John J. Allen, Jr., of Oakland; W. Maxwell Burke of Santa Ana; and Speed B. Leas of Fresno. Mr. Travers is chief of the state division of adult and continuation education.

California Teachers Association Board of Directors named three classroom teachers inasmuch as tenure problems largely concern that group. The teachers are E. B. Couch of Los Angeles, chairman of C. T. A. State Tenure Committee; D. J. McCunn, probationary teacher of Pasadena; and Edith E. Pence, high school department head, San Francisco.

\* \* \*

## Adult Education at Round Valley

Eugene C. Golden, principal, Round Valley Union High School, Covelo, reports favorably concerning the adult education program which was recently organized there.

The Round Valley Record features articles concerning night school courses in shop, turkey raising, short wave radio, leather craft, dramatics and other subjects.

\* \* \*

## Portland Convention of Speech Teachers

Western Association of Teachers of Speech will assemble for the fifth annual convention in Portland, Oregon, November 30 to December 2. The headquarters for the convention will be in the Multnomah Hotel.

The association was organized in 1929; and serves all speech teachers in the states of California, Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. This year the convention is being held in the Pacific Northwest for the first time.

The present officers of the association are Frederick W. Orr, University of Washington, president; Earl T. Pardoe, Brigham Young University, vice-president; John L. Casteel, University of Oregon, secretary-treasurer.

\* \* \*

The school librarians of California held a very successful and interesting two-day convention recently at the Hotel Californian and State College, Fresno.

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All teachers in the city of **Alameda**, including the high school and all elementary schools, are enrolled **100%** in California Teachers Association for 1934. Alameda has maintained a very high honor rate for years. William G. Paden is city superintendent of schools; George C. Thompson is principal of the high school.

\* \* \*

## Coming Events

**November 18**—State Department of Education. Regional conference of elementary school principals and district superintendents; Fresno.

**November 27-29**—C. T. A. Bay Section Convention and Teachers Institutes; Oakland and San Francisco.

Sonoma County Teachers Institute; Santa Rosa.

San Joaquin-Calaveras joint Teachers Institute; Stockton.

C. T. A. Central Coast Section Convention and Teachers Institutes; Watsonville.

C. T. A. Northern Section Biennial Convention and Teachers Institute; Sacramento; including Butte, El Dorado, Sacramento, Tehama, Yuba, Lassen, Plumas.

C. T. A. Central Section Convention and Teachers Institutes.

Fresno County Teachers Institute; Fresno. Kern County Teachers Institute; at Kern County Union High School; Bakersfield.

Kings County Teachers Institute; Hanford. Merced-Mariposa Counties joint Teachers Institutes; Merced High School.

Tulare County Teachers Institute; Visalia.

**November 30-December 2**—Western Association of Teachers of Speech; fifth annual convention; Multnomah Hotel; Portland, Oregon.

**December 1, 2**—California Kindergarten-Primary Association, annual convention; Fresno.

**December 8**—C. T. A. Board of Directors; regular meeting; Hotel Alexandria, Los Angeles, 10 a. m.

**December 9**—C. T. A. State Council of Education; semi-annual meeting, Hotel Alexandria, Los Angeles, 9:30 a. m.

**December 18-20**—Santa Barbara city and county, joint Teachers Institute; Santa Barbara.

**2. Riverside County Teachers Institute; Riverside.**

**December 21**—C. T. A. Southern Section Convention and Teachers Institutes; Los Angeles.

**December 27 - 30**—Music Teachers National Association and National Association of Schools of Music; 55th annual convention; Lincoln, Nebraska.

**December 28-30**—Phi Delta Kappa, 15th National Council; Palmer House; Chicago.

**February 24-March 1**—Department of Superintendence, N. E. A.; Cleveland, Ohio.

**March 3**—State Department of Education. Regional conference of elementary school principals and district superintendents; Santa Ana.

**March 24**—State Council, California Elementary School Principals Association; annual meeting; Pasadena.

**April 7**—ditto; Chico.

**June 30-July 6**—National Education Association; Washington, D. C.

**July 9**—California School Employees Association; annual conference; Berkeley. George J. Luhrsén, of Tracy, is president.

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